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CASE STUDIES OF SOCIALLY ISOLATED MALES
IN SENIOR HIGH SCHOOL

by

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A THESIS

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ABSTRACT

In this investigation a case study approach was used in an effort to identify distinguishing characteristics of socially isolated senior high school boys. No attempt was made to test the validity of any hypothesis.

A "three-choice, three-criterion" sociometric test was administered to the eleven classes of grade eleven students in Victoria Composite High School in Edmonton. Of the two hundred and fifty boys in grade eleven, the fourteen who were most rarely chosen as friends were selected as subjects for the study.

The fourteen subjects were given tests of interest, personality, adjustment, and intelligence, and each was given a series of interviews. Further information was obtained in some cases by visiting the boys' homes and by consulting their teachers. After studying the case of each isolated boy, special attention was focused on factors which might have been associated with his social isolation. These factors were then compared to determine whether or not they were unique in each case. Following this, an effort was made to discover characteristics which were common to the group as a whole.

While it was possible to find factors which seemed to have played a part in the social isolation of only one subject, these unique factors were outnumbered by factors which seemed to have relevance in the case of several subjects. No subject was found to be isolated for reasons all of which were unique. However, the subjects

did differ in the extent to which they desired friends and in the extent to which they had opportunities to find and spend time with persons similar to themselves.

Information from standardized tests suggested that submissiveness, unsociableness or shyness, subjectivity, reflectiveness, and the possession of personal, social, and health problems were characteristics shared in common by most of the subjects. In addition, evidence obtained through interviews and from records seemed to suggest that feelings of insecurity, feelings of inferiority, lack of self-confidence, anxiety, loneliness, and underachievement also characterized the majority of the subjects. After careful consideration of the above characteristics, it seemed likely that many of them could be interpreted as manifestations of insecurity feelings.

Although no experimental evidence was obtained that would justify drawing conclusions, the information that was available led to the speculation that one or more of the following three factors would likely be present in the case of any socially isolated high school boy: the possession of relatively strong feelings of insecurity, lack of reasonable opportunities to find and spend time with persons similar to themselves, relatively little desire for friendship.

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CHAPTER I

SOCIAL ISOLATION--THE PROBLEM

I. THE CONDITION DISCUSSED

Every human being finds himself more or less attracted to the others he meets. The strength of the attractions felt by all the members of a group for a particular individual is a measure of that individual's social attractiveness or popularity in that particular group. There are vast individual differences in social attractiveness, some persons finding themselves very much in demand, and others finding themselves rejected or ignored. Customarily, we describe as "socially isolated" those individuals whom others reject or ignore. It is, of course, possible for an individual to be rejected in one group, but have many friends in another group or in society at large.

It may be argued that social isolation has at least one other interpretation. A person may be considered socially isolated if his friends do not understand him or share his interests. That is, the quality or nature of his friends, as well as their number, may be significant. However, it is the first-mentioned interpretation of social isolation, namely lack of friends, that is used in this study.

Social isolation is not an absolute, but a relative term, for social isolation may be experienced in varying degrees of severity. Even the most popular individual appeals more to some

of his acquaintances than to others, and to the extent, however slight, that some persons hesitate to choose him as a companion, he is socially isolated. Usually, however, only those individuals who are most rarely chosen as companions, or who receive fewer than some arbitrarily selected minimum number of choices, are referred to as social isolates.

One might well ask whether social isolation is of a permanent or a passing nature. Some research has suggested that there is little likelihood that social isolates will improve their status without assistance. Fleming, for example, cited studies which showed that "isolated children tend to remain isolated if no measures are taken on their behalf, but that many of them can be helped towards more secure positions in the group."¹ Bonney referred to seven investigations all of which indicated that a person entering a group "establishes his social status within a relatively short time, and this status remains approximately constant over a period of years unless unusual circumstances arise."² Northway and Weld observed big changes in the sociometric status of some children, and they reported that "while on every test a few children are not chosen, in reviewing tests over three years, we have found that no child has

¹C. M. Fleming (ed.), Studies in the Social Psychology of Adolescence (London: Routledge & Kegan Paul Ltd., 1951), p. 24.

²Merl E. Bonney, "A Study of Friendship Choices in College in Relation to Church Affiliation, In-Church Preferences, Family Size, and Length of Enrollment in College," Journal of Social Psychology, 29:164, 1949.

been left out continually."³ Thus, at least in some cases, social isolation need not necessarily be a permanent condition.

At least one writer advanced the belief that isolation begets behavior which results in further isolation. Faris observed that during felt or actual isolation, manners and social conventions lose meaning and are gradually discarded, while extreme eccentricities or deviations from expected behavior begin to develop.⁴ Thus, the social isolate may be expected to develop eccentricities which may make him even more socially unacceptable. In addition, Faris supplied evidence which indicated that isolated persons soon lose their desire to associate with others and begin to prefer their solitude.⁵

II. CAUSES OF SOCIAL ISOLATION

Before attempting to identify distinguishing characteristics of social isolates, some thought was given to possible causes of isolation. Some of these possible causes are described in the following paragraphs.

To begin with, in seeking explanations for social isolation, obviously the people in the isolate's environment, as well as the

³Mary S. Northway and Lindsay Weld, Sociometric Testing (Toronto: University of Toronto Press, 1957), p. 30.

⁴Robert E. L. Faris, Social Disorganization (New York: The Ronald Press Company, 1955), p. 92.

⁵Ibid., p. 91.

isolate himself, must be considered. Any person desires for friends those individuals who best satisfy his psychological needs. Presumably then, social isolates may be people who do little to satisfy the psychological needs of others.

An individual may fail to satisfy the psychological needs of others for many reasons, one being a disinclination to do so. One explanation for this disinclination may be that a person's acquaintances are so incapable of satisfying his needs that he has little incentive to seek their friendship by satisfying their needs. A second possible explanation is that a person may find solitary activities more effective than social activities in satisfying his psychological needs. Finally, since people differ in their definitions of desirable behavior, it may be that some will be isolated through being so selective that they are unable to find anyone capable of meeting their exceptionally stringent standards.

Even if an individual does find persons he desires as friends, he may still fail to satisfy their psychological needs. In the first place, he may be unable to identify the needs of others. This may occur if he is socially immature, socially inexperienced, or mentally deficient. Again, he may be so emotionally insecure that his perception is distorted through his feeling self-conscious or threatened.

Providing he is able to accurately identify the needs of others, an individual might still fail to satisfy these needs, either by using inappropriate behavior or by taking no action at all. If

he takes no action, it may be that he is insecure or lacks self-confidence. If he behaves inappropriately, it may be through lack of the intelligence, talent, personality, or experience required to satisfy his associate's needs.

These categories are not mutually exclusive, and a particular individual might possess the characteristics described in any one of a variety of combinations. In all probability, this discussion has been more suggestive than exhaustive of the possible explanations.

III. REACTIONS TO BEING SOCIALLY ISOLATED

Socially isolated individuals may or may not be aware of their position. They may have a misconception of their social attractiveness, or they may never have even bothered to think about it. To some, consciously acknowledging their situation may be too damaging to their self-respect, and they may try to avoid any consideration of it. If they are aware of being isolated, the feelings of social isolates about their position could vary all the way from happiness to wretchedness. One of two isolates of comparable social attractiveness might be content with his position, while the other might be extremely dissatisfied. The dissatisfied individual might strive in various ways to increase his social attractiveness, or he might seek solace in other pursuits. The one who seems satisfied with few or no friends may have adjusted to his isolated state by obtaining compensating satisfactions in other areas, or he may from the beginning have preferred solitary activities to social activities.

IV. CONSEQUENCES OF SOCIAL ISOLATION

Being socially isolated may have both advantages and disadvantages for the isolate, and having an isolate in its midst may be both harmful and beneficial to society. The social isolate who is excluded from intimate association with other persons may tend to develop an inadequate understanding of social conventions and human nature. As he has little opportunity to learn social skills, he may become increasingly inept in his relations with other people. This lack of social competence may interfere with the isolate's success in certain occupations, making him unhappy, and displeasing his employer. In some cases the socially incompetent person may be denied employment for which he is otherwise qualified. Besides this, satisfaction in many present-day recreational pursuits is enhanced by the existence of harmonious relations with others. It is possible, however, that the social isolate may find his way into a job which involves little or no contact with others, which maintains his interest, and in which his productive talent is of considerable value to society. Also, there are solitary leisure-time activities in which the isolate may become happily absorbed.

Solitary pursuits, however, as well as activities necessitating contact with others, may be inefficiently carried out by isolates. A student who is isolated from his peer group and unhappy about it may underachieve, daydream, and be generally ineffectual, thus wasting both his own and the school's resources. L. H. Meek has maintained that "little can be done for [the adolescent]

educationally until he has been helped to achieve satisfactory status with his peers."⁶ However, it is also possible that the social isolate may compensate for lack of social satisfactions by overachieving along academic, artistic, or athletic lines, and this may result in substantial gains for society as well as in happiness for the isolate.

Finally, prolonged social isolation may be a factor in the etiology of at least one type of mental illness. Several authors, including Bloch,⁷ Fromm,⁸ and Rose,⁹ have viewed social isolation as the initial stage in the development of schizophrenia. Faris noted that "in studies of early experiences in the lives of patients diagnosed as schizophrenics, it is often possible to observe clear indications of a partial social isolation."¹⁰ Hence, even if not considered serious in itself, social isolation may sometimes be a symptom of a developing mental illness.

V. THE NEED FOR FURTHER INVESTIGATION

Though the consequences of social isolation may not always be harmful, there are times when they could be, and this seems

⁶C.M. Fleming (ed.), op. cit., p. 144.

⁷Herbert A. Bloch, Disorganization - Personal and Social (New York: Alfred A. Knopf, 1952), p. 541.

⁸Erich Fromm, Escape From Freedom (New York: Rinehart and Company, Inc., 1941), p. 19.

⁹Arnold M. Rose (ed.), Mental Health and Mental Disorder (New York: W. W. Norton & Company, Inc., 1955), p. 255.

¹⁰Robert E. L. Faris, op. cit., p. 343.

reason enough to warrant giving the subject some attention. It has been suggested that social isolation might adversely affect the personal development and achievement of some students. For this reason it would probably be desirable at times to be able to prevent or reduce social isolation. Because our ability to help socially isolated students probably increases in direct proportion to our increasing understanding of their problems, it is important that teachers and counselors acquire this understanding. It might be acquired in part through a perusal of research on the problem, but some of the best research available deals exclusively with female subjects, with persons in nonscholastic institutions, or with groups of students in other than high school grades. Although some investigations dealing with social acceptance have been conducted at the high school level, research dealing specifically with socially isolated male senior high school students is difficult to find. It is hoped that the previous neglect of this area will in some measure be remedied by this study.

VI. THE PROBLEM AND LIMITATIONS OF THE STUDY

The problem of this study was to identify factors, exclusive of race, color, and school attendance, which were characteristic of some socially isolated city high school boys. Because of the possibility that each social isolate might have been isolated for unique reasons, the case study method was selected as the most suitable approach. Consequently, this study did not constitute an attempt

to verify hypotheses, but was, instead, a search for insights. It should also be recognized that, because of the small number of cases involved, it was not anticipated that all the distinguishing characteristics of social isolates would necessarily be identified.

The study was confined to a selected group of fourteen socially isolated male adolescents. These adolescents came only from certain grade eleven classrooms in Victoria Composite High School in Edmonton, Alberta. No attempt was made to make this group representative of all socially isolated males in secondary school.

VII. TWO DEFINITIONS

Index of Social Status for males. Before the subjects for study could be selected, it was necessary to obtain some measure of social status for each male student. Hence, it was decided that sociometric inventories (see Appendix A) would be administered to the students in each classroom. The index of social status selected for use was the quotient obtained when the number of choices, with their assigned value, received by a boy from his classmates was divided by the average number of choices, with their assigned value, received by all the boys in his class. Thus, the following formula was used to compute the Index of Social Status, or ISS, for each boy.

$$\text{ISS} = \frac{N \sum_{w=1}^3 wf}{\sum_{w=1}^3 wF}$$

where f_w = frequency of choices, of a given ordinal value, received by the individual boy,

F_w = frequency of choices, of a given ordinal value, received by all the boys in the class,

w = weight of choices of a given ordinal value, and

N = number of boys in the class.

Illustrative use of this formula is shown in Appendix B.

Male classroom social isolate. For the purposes of this study, a male classroom social isolate was defined as that boy whose ISS on a "three-choice, three-criterion" sociometric test was less than .40 when first choices were given a weight of three units, second choices a weight of two, and third choices a weight of one. Thus, boys who received less than two fifths of the average choice receipts per male class member were classified as male classroom social isolates.

CHAPTER II

RELATED STUDIES

Though little published research has dealt exclusively with social isolation, quite a number of investigations have been conducted dealing with the more general problem of social acceptance. The approach of almost half the investigators in this area has been to select some measurable personal characteristic and find the extent to which it is correlated with social acceptance. The approach of the other half of these investigators has been to find the significance of the difference between the extent of some personal characteristic present in a highly accepted group and the extent of that same characteristic present in a group low in social acceptance. Besides these, there are a small number of exploratory studies, such as those by Northway¹ and Jennings², in which no attempt was made to verify hypothesized relationships between social acceptance and other characteristics, but which were general searches for any factors related to social acceptance. Examples of each of the three types of studies just described will be considered in this chapter, but only relevant aspects of each will be discussed.

¹Mary L. Northway, "Outsiders: A Study of the Personality Patterns of Children Least Acceptable to Their Age Mates," Sociometry, 7:10-25, 1944.

²Helen H. Jennings, Leadership and Isolation (second edition; New York: Longmans, Green and Company, 1950).

Research on social acceptance which is only indirectly related to social isolation will not be mentioned. This includes investigations concerned primarily with leaders or popular persons, and research, such as was done by Austin and Thompson³, Thorpe⁴, Precker⁵ and DeVault⁶, dealing mainly with the amount of similarity between friends.

Various considerations make it expedient to include in this chapter research done at other than senior high school levels. First, very little of the related research has been conducted at the senior high school level. Second, it is possible that studies in other age groups may shed light on social isolation in high school groups. Finally, it has been observed that an individual's social status is of a relatively enduring nature. If the high school isolate was socially isolated in his previous school life, then studies of isolation in younger age groups might increase our understanding of background factors associated with the high school isolate's present

³Mary C. Austin and George G. Thompson, "Children's Friendships: A Study of the Bases on Which Children Select and Reject Their Best Friends," Journal of Educational Psychology, 39:101-116, 1948.

⁴J. G. Thorpe, "A Study of Some Factors in Friendship Formation," Sociometry, 18:207-214, 1955.

⁵Joseph A. Precker, "Similarity of Valuings as a Factor in the Selection of Peers and Near-Authority Figures," Journal of Abnormal and Social Psychology, 47:406-413, 1952.

⁶M. Vere DeVault, "Classroom Sociometric Mutual Pairs and Residential Proximity," Journal of Educational Research, 50:605-610, 1957.

social position.

Since studies at several age levels will be examined, and since it is possible that at each age level different factors are associated with social isolation, in the following discussion the studies will be grouped according to the age of the subjects into six categories: preschool, division one of the elementary school (grades one to three inclusive), division two of the elementary school (grades four to six inclusive), junior high school, senior high school, and postschool.

I. PRESCHOOL STUDIES

Marshall and McCandless⁷ found a significant negative relationship, in a sample of thirty-eight preschool children, between dependence on adults and social acceptance by peers. Dependence was accompanied by low social status and low social participation.

Northway and Rooks⁸ gave thirty nursery and kindergarten children two tasks in an attempt to determine the degree of creativity each child would demonstrate in completing these tasks. There was a significant difference between children with very high sociometric scores and those with very low sociometric scores with respect to

⁷Helen R. Marshall and Boyd R. McCandless, "Relationships Between Dependence on Adults and Social Acceptance by Peers," Child Development, 28:413-419, 1957.

⁸Mary L. Northway and Margaret M. Rooks, "Creativity and Sociometric Status in Children," Sociometry, 18:450-457, 1955.

demonstrated creativity. Those with low scores were copiers and those with high scores were non-copiers. As the sociometric score increased, the copying score decreased, but neither intelligence nor age seemed to be related to copying scores.

II. DIVISION ONE OF THE ELEMENTARY SCHOOL

Bonney and Powell⁹ found, in four classrooms of grade one pupils, that the highly socially acceptable differed in five ways from the highly unacceptable. The socially acceptable were more conforming to classroom requirements and expectations, made voluntary contributions to their groups, smiled more frequently, were less likely to be alone during free play or activity periods, and engaged more frequently in some form of cooperation, volunteering, and group participation. Bonney and Powell concluded that it is not necessary to remove social liabilities, but only that social assets should offset these. No one personality type was found to be associated with either peer rejection or acceptance.

Hunt and Solomon¹⁰ studied a group of boys from five to eight years of age who were in attendance at an eight-week summer camp.

⁹Merl E. Bonney and Johnny Powell, "Differences in Social Behavior Between Sociometrically High and Sociometrically Low Children," Journal of Educational Research, 46:481-495, 1953.

¹⁰J. M. Hunt and R. L. Solomon, "The Stability and Some Correlates of Group-Status in a Summer-Camp Group of Young Boys," American Journal of Psychology, 55:33-45, 1942.

They found that previous camp experience, athletic ability, generosity, physical attractiveness, orderliness of activity, and lack of egocentricity were all correlates of social status.

III. DIVISION TWO OF THE ELEMENTARY SCHOOL

From a study of eighty fourth-grade children, Bonney¹¹ concluded that positive personality traits were more important than negative virtues for social acceptance.

In a sample of 387 children in grades four, five, and six, McCandless, Castaneda, and Palermo¹² found an average correlation of -.32 between anxiety and social acceptance which was significant at the .01 level. The relationship was high in the fifth grade, moderate in the fourth, and non-existent in the sixth grade. Hence, these investigators concluded that the relationship varied with grade and age and possibly also with the teacher.

Thorpe¹³ studied thirty-four school classes containing 980 children with a mean age of twelve years and eight months. He found

¹¹Merl E. Bonney, "Personality Traits of Socially Successful and Socially Unsuccessful Children," Journal of Educational Psychology, 34:449-472, 1943.

¹²Boyd R. McCandless, Alfred Castaneda, and David S. Palmero, "Anxiety in Children and Social Status," Child Development, 27:385-391, 1956.

¹³J. G. Thorpe, "An Investigation into Some Correlates of Sociometric Status Within School Classes," Sociometry, 18:49-61, 1955.

a significantly negative correlation between sociometric status and both neuroticism and ordinal position in the family, the youngest having the highest social status. In the case of both intelligence and age, a significant positive correlation with sociometric status was found. He found no significant correlation between sociometric status and number of siblings. These relationships were comparatively stable in groups differing in age, intelligence, and sex.

Baron¹⁴ gave 220 girls in grades five and six the Thorpe, Clark, and Tiegs' Mental Health Analysis, Form A, Elementary Series. He found that low social status was apt to be associated with anxiety, depression, inadequacy of self-concept, difficulty in establishing and maintaining social relationships, feelings of lack of acceptance and respect, failure to participate, dependency on the teacher, and seclusiveness. A relationship between favorable home atmosphere and social status was indicated.

In a study of 743 pupils in the sixth grade, Bedoian¹⁵ administered the Thorpe, Clark, and Tiegs' Mental Health Analysis,

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Dennis Baron, "Personal-Social Characteristics and Classroom Social Status: A Sociometric Study of Fifth and Sixth Grade Girls," Sociometry, 14:32-42, 1951.

15

Vagharsh H. Bedoian, "Mental Health Analysis of Socially Over-accepted, Socially Under-accepted, Overage and Underage Pupils in the Sixth Grade," Journal of Educational Psychology, 44:366-371, 1953.

Form A, Elementary Series. He found that, of the twenty-two classes studied, the over-accepted pupils had fewer mental health liabilities in nineteen classes, greater mental health assets in twenty-two classes, and a greater total score in twenty-one classes than the under-accepted pupils.

Grossman and Wrighter¹⁶ studied 117 sixth-grade children. They noted that, as long as a child had normal or greater intelligence, intelligence didn't seem related to sociometric status. Nor did reading ability, as long as it was above a certain minimum point, seem related to sociometric status. The socioeconomic status of the home as determined by the occupation of the father was noted. Lower class children had lower sociometric scores than those of the middle and upper classes, but, once lower middle class was reached, a higher family socioeconomic status did not improve the child's sociometric status. Scores on the California Test of Personality showed a significant difference between the most accepted sixth and the least accepted sixth of the classes. The group with lowest sociometric status had more nervous symptoms and lacked a feeling of belonging.

Northway¹⁷ studied eighty children in grades five and six

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Beverly Grossman and Joyce Wrighter, "The Relationship Between Selection-Rejection and Intelligence, Social Status and Personality Amongst Sixth Grade Children," Sociometry, 11:346-355, 1948.

17

Mary L. Northway, "Outsiders: A Study of the Personality Patterns of Children Least Acceptable to Their Age Mates," Sociometry, 7:10-25, 1944.

for two years and stated that the only factor common to all her "outsiders," or social isolates, was that they were in the lowest quartile of social acceptance. However, Northway noted that each outsider could be classified as one of the following: a recessive child, a socially uninterested child, or a socially ineffective child.

The recessive children were either below normal in intelligence or made ineffective use of the ability they had. They were usually below par physically, listless, careless in their appearance and work habits, and devoid of interest in people, activity, and events of the outside world.

The socially uninterested children had interests, but these were personal rather than social. They took better care of themselves and their possessions than did the recessive children. They reacted in various ways to other children, some being uninterested, some shy, some critical, and some impersonally interested in observing others without attempting to participate. They rarely rebelled or tried to initiate changes.

The socially ineffective children exhibited naive attempts to overcome their basic social insecurity and isolation from group life. They were noisy, rebellious, boastful, and arrogant. They had vitality and were keenly interested in social affairs, making conspicuous and futile attempts to be recognized and accepted by the social group.

IV. JUNIOR HIGH SCHOOL

Ridenour¹⁸ compared the backgrounds of thirty withdrawing children from five to sixteen years of age with thirty other children who were well-adjusted socially and showed no withdrawing tendencies. Subjects in both these groups were selected from among children referred to a child guidance clinic. While there were an equal number of broken homes in both groups, homes of the withdrawn children had more often been broken by divorce, desertion, or separation. There were more homes with superior cultural advantages and wealth in the withdrawn group, but an equal amount of poverty in both groups. Eighteen of the withdrawn group had poor health, but only five of the control group were so afflicted. Thirty-nine of the parents in twenty-four of the homes of withdrawing children were either non-social, neurotic, psychotic, or immoral, while in the control group only ten of the parents in eight of the homes were so categorized. The withdrawing children had difficulty in expressing inner feelings, in exchanging confidences, and in making friends. They occasionally had one intimate friend through long acquaintance but seldom belonged to a gang or felt an integral part of a group.

Gray¹⁹ studied sixty-one children in grades six and seven.

¹⁸ Nina A. Ridenour, "A Study of the Backgrounds of Withdrawing Children," Journal of Educational Research, 28:132-143, 1934-35.

¹⁹ Susan W. Gray, "Masculinity-Femininity in Relation to Anxiety and Social Acceptance," Child Development, 28:203-214, 1957.

She found that "high leadership" boys, "high friendship" boys, and "low withdrawal" boys showed significantly more sex-appropriate behavior than "low leadership" boys, "low friendship" boys, and "high withdrawal" boys, respectively.

In a study of three seventh-grade and three eighth-grade classes, Forlano and Wrightstone²⁰ found poor class spirit and many behavior problems among students with low scores. A student's score was equal to the number of times he was chosen minus the number of times he was rejected.

Young and Cooper²¹ compared, on the basis of thirty-three factors, the most popular eighth and the most isolated eighth of 418 students in grades five to eight. The difference was significant for only six factors, with the popular children being more extroverted, expressing more acceptable social standards, possessing superior school relations, being more attractive in facial appearance, and possessing a higher sense of personal worth and a stronger feeling of belonging.

Gronlund and Anderson²² asked 160 pupils in grades seven and

²⁰G. Forlano and J. W. Wrightstone, "Measuring the Quality of Social Acceptability Within a Class," Educational and Psychological Measurement, 15:127-136, 1955.

²¹Lyle L. Young and Dan H. Cooper, "Some Factors Associated With Popularity," Journal of Educational Psychology, 35:513-535, 1944.

²²Norman L. Gronlund and Loren Anderson, "Personality Characteristics of Socially Accepted, Socially Rejected, and Socially Neglected Junior High School Pupils," Educational Administration and Supervision, 43:329-338, 1957.

eight to respond to thirteen questions on a "guess-who" questionnaire. Rejected pupils were described by their classmates as lacking good looks, untidy, not likable, restless, and talkative, while neglected pupils were described only as quiet.

Working with 1177 eighth-grade students, Taylor²³ found no significant relationship between a child's sociometric status and the nature of his ability profile on the California Short-Form Test of Mental Maturity. "Non-verbal" students were no more accepted than "verbal" students except possibly in a traditional type of classroom. Younger children were found to be more acceptable to their classmates than older children. Taylor mentioned five investigators who had found a positive relationship between intelligence and social acceptance and another five who had found no significant relationship.

In a study of seventh-grade children, Greenblatt²⁴ found that sociometric status was not significantly related to mental health, mental age, or achievement.

On the other hand, in studying one hundred eighth-grade students, Davis²⁵ found low but significant relationships between

²³Edward A. Taylor, "Some Factors Relating to Social Acceptance in Eighth-Grade Classrooms," Journal of Educational Psychology, 43:257-272, 1952.

²⁴E. L. Greenblatt, "Relationship of Mental Health and Social Status," Journal of Educational Research, 44:193-204, 1950.

²⁵Junius A. Davis, "Correlates of Sociometric Status Among Peers," Journal of Educational Research, 50:561-569, 1957.

sociometric status and mental age, adjustment, pubescence, achievement in reading, and attitudes toward school. No significant relationship was found between sociometric status and age, socioeconomic class, underachievement, or overachievement.

In a study of seventy-two fourteen-year-old boys, Fox and Segel²⁶ found a correlation of .25 between social acceptance and mental health, and one of .28 between social acceptance and high school marks. Although both of these correlations were significant at the .05 level, they were regarded by Fox and Segel as being too small to indicate any really important relationship. No significant correlations were found between social acceptance and any of the sub-areas of the Differential Aptitude Tests.

Scandrette²⁷ administered the California Test of Personality to each of sixty-eight eighth-grade students. There was a significant difference between the mean scores of the eighteen with the lowest and the twenty-four with the highest sociometric status. All but one of the twelve components of the test revealed differences in favor of the most frequently chosen group. The socially isolated group had significantly less sense of personal worth, less sense of personal

²⁶ William H. Fox and David Segel, "The Validity of the Choice-of-Friends Method of Measuring Social Adjustment," Journal of Educational Research, 47:389-394, 1954.

²⁷ Onas C. Scandrette, "Classroom Choice Status Related to Scores on Components of the California Test of Personality," Journal of Educational Research, 47:291-296, 1953.

freedom, less feeling of belonging, more withdrawing tendencies, and less satisfactory school relations.

Kuhlen and Bretsch²⁸ administered the Mooney Problem Check List to the 25 per cent most frequently chosen, the middle 50 per cent, and the 25 per cent least frequently chosen of 692 ninth-grade students. The students were asked to write "never," "sometimes," or "often" beside each problem. There was little difference between the unaccepted and the most accepted children on the number of problems sometimes encountered, but a difference, significant at the .05 level for boys and the .01 level for girls, in problems often encountered. The unaccepted boys evinced greater subjective social insecurity, greater family difficulties, and a more unfavorable attitude toward school. Real or imagined physical deficiencies more often characterized unaccepted boys.

Trent²⁹ studied sixty-three delinquent boys ranging from twelve to sixteen years of age, and with an average Wechsler IQ of eighty-one. Anxiety, falsification, IQ, age, and length of stay in the institution were not significantly correlated with rejection scores. The only significant correlation with rejection was choice.

²⁸Raymond G. Kuhlen and Howard S. Bretsch, "Sociometric Status and Personal Problems of Adolescents," Sociometry, 10:122-132 1947.

²⁹Richard D. Trent, "The Relationship of Anxiety to Popularity and Rejection Among Institutionalized Delinquent Boys," Child Development, 28:379-384, 1957.

That is, the boys chosen the most frequently were the same boys who were rejected most frequently. When rejections were ignored, there was a correlation significant at the .05 level between anxiety and choices received, the more anxious boys being less popular.

Jennings³⁰ made a study of over four hundred girls in the New York State Training School for Girls. To be admitted, these girls had to be over twelve and under sixteen years of age, of normal intelligence, and not psychotic. Age, intelligence, and length of residence appeared not to account to any appreciable extent for individual differences in choice-status. The "under-chosen" and the "over-chosen" groups did not differ in moodiness, generosity, mannerliness, neatness, or cleanliness, but the attitudes of the under-chosen girls indicated considerable insecurity and emotional immaturity. The under-chosen viewed the housemother in terms of her personal relationship to them, while the "average-chosen" and over-chosen viewed the housemother mainly in terms of her conduct to the group as a whole. In accounting for low choice-status, it appeared that what the under-chosen did not do was as important as what they did do. The under-chosen showed in common many varieties of actions the effect of which might tend to separate and draw individuals apart rather than bring them together. With one exception, the

³⁰ Helen H. Jennings, Leadership and Isolation (second edition; New York: Longmans, Green and Company, 1950).

under-chosen showed a marked incapacity for establishing rapport with others. They made others psychologically uncomfortable in their presence, and seemed to be shunned by others either for betraying a confidence or because their personality offered nothing sufficiently valued by others. No one personality pattern was found to accompany isolation.

V. SENIOR HIGH SCHOOL

Kuhlen and Lee³¹ carried out a study of seven hundred adolescents. There were over a hundred of each sex in each of grades six, nine, and twelve. The most highly accepted 25 per cent of the subjects were compared with the least accepted 25 per cent. The least accepted boys were more inclined to seek attention, were more restless and domineering, enjoyed fights, and acted older than they were.

Ausubel and Schiff³² conducted a sociometric study with forty-four tenth grade students. They found that the ability to predict one's own sociometric status correlated .26 with one's actual status. In addition, the greater acceptance one individual extended another, the more accurately he was able to predict how the latter accepted him.

³¹Raymond G. Kuhlen and Beatrice J. Lee, "Personality Characteristics and Social Acceptability in Adolescence," Journal of Educational Psychology, 34:321-340, 1943.

³²David P. Ausubel and Herbert M. Schiff, "Some Intrapersonal and Interpersonal Determinants of Individual Differences in Sociopathic Ability Among Adolescents," Journal of Social Psychology, 41:39-56, 1955.

Damrin³³ made a study of 156 girls in grades ten to twelve. Sociometric status and social maladjustment, as measured by the Bell Adjustment Inventory, were not too closely related, the correlation being $-.211 \pm .052$.

Goshorn³⁴ studied the scores obtained by 533 high school students on the Kuder Preference Record (Personal) and found no relationship between these and sociometric status.

Brown³⁵ compared the two hundred most accepted with the two hundred least accepted of sixteen hundred students in grades ten to twelve. There was no evidence to suggest that a child's broken home or his ordinal position in the family had any bearing on his social acceptance. Nor was any significant relationship found between location of the homes and degrees of social acceptance. For boys there was a moderate positive association between high social acceptance and hours worked for pay. Social acceptance appeared to

³³Dora E. Damrin, "Family Size and Sibling Age, Sex, and Position as Related to Certain Aspects of Adjustment," Journal of Social Psychology, 29:93-102, 1949.

³⁴W. H. Fox and D. Segel, "The Validity of the Choice-of-Friends Method of Measuring Social Adjustment," Journal of Educational Research, 47:389-394, 1954, citing W. M. Goshorn, "A Study of the Relationship Between the Kuder Preference Record (Personal) and Certain Sociometric Ratings," Abstract Ed.D Thesis in Studies in Education, 1950, Thesis Abstract Series, No. 2, Indiana University, Bloomington, 1951.

³⁵Douglass Brown, "Factors Affecting Social Acceptance of High School Students," School Review, 62:151-155, 1954.

be related to membership in clubs: the greater the number of organizations belonged to, both in and out of school, the greater the likelihood of being in the most accepted group. There was a moderate positive association between a student's social acceptance and the number of organizations in which his parents had membership. The number of mothers who were housewives was exactly equal in both the high and low social acceptance groups. Students of below average intelligence were most likely to be found in the low social acceptance group while students of above average intelligence were most likely to be found in the high social acceptance group. In addition, the scholastic achievement of the most accepted group was considerably better than that of the least accepted group.

VI. POSTSCHOOL STUDIES

Gronlund³⁶ tested 104 college student-teachers and found a correlation of -.52 between positive and negative sociometric status scores. That is, persons with high positive sociometric status tended to have a relatively low negative sociometric status. The least accepted students made the least accurate sociometric predictions. Least accepted individuals perceived themselves as having average group acceptance.

³⁶Norman E. Gronlund, "Sociometric Status and Sociometric Perception," Sociometry, 18:122-128, 1955.

In a study of twenty-six college fraternity men, Fiedler, Warrington, and Blaisdell³⁷ found that frequently chosen members did not perceive their fellow group members in a manner significantly different from that of rarely chosen members.

Gronlund,³⁸ in a study of 104 undergraduate educational psychology students, found a larger percentage of students knew the most rejected students than knew the least rejected students. There was no difference between the most and least rejected students with respect to the percentage of students they knew. Students with average acceptance and rejection scores knew a smaller percentage of their fellow students than either the high or low social acceptance groups.

Martin, Gross, and Darley³⁹ made a study of 141 women in a midwestern university cooperative village. The isolates were on the average about two years older than those classified as leaders. Isolates had not had as much experience in the intimate group life of the family as had the leaders who came from families which tended

³⁷ Fred E. Fiedler, Willard G. Warrington and Francis J. Blaisdell, "Unconscious Attitudes as Correlates of Sociometric Choice in a Social Group," Journal of Abnormal and Social Psychology, 47:790-796, 1952.

³⁸ Norman E. Gronlund, "Acquaintance Span and Sociometric Status," Sociometry, 18:62-68, 1955.

³⁹ W. E. Martin, N. Gross, and J. G. Darley, "Studies of Group Behavior: Leaders, Followers, and Isolates in Small Organized Groups," Journal of Abnormal and Social Psychology, 47:838-842, 1952.

to do many things in which the entire family took part.

In a study of twelve hundred college students, Bonney⁴⁰ found that groups of students with up to five siblings received their expected proportion of choices, but that groups of students with six or more siblings received significantly less than their expected proportion of choices.

In another study, this time of thirty-eight college psychology students, Bonney⁴¹ found that those who were consistently high in sociometric rank had higher grade averages than those who were consistently low in sociometric rank.

Carew⁴² also found that grades were higher in the highest sociometric group than in the lowest. In his study of 205 men in a university dormitory, Carew found that the group with the highest sociometric status spent less time than any of the other groups on activities, on studies, and in sleep.

French⁴³ gave sociometric tests to 960 naval recruits ranging

⁴⁰Merl E. Bonney, "A Study of Friendship Choices in College in Relation to Church Affiliation, In-church Preferences, Family Size, and Length of Enrollment in College," Journal of Social Psychology, 29:153-166, 1949.

⁴¹Merl E. Bonney, "A Study of Constancy of Sociometric Ranks Among College Students Over a Two-Year Period," Sociometry, 18:531-542, 1955.

⁴²Donald K. Carew, "A Comparison of Activities, Social Acceptance, and Scholastic Achievements of Men Students," Personnel and Guidance Journal, 36:121-124, 1957.

⁴³Robert L. French, "Sociometric Status and Individual Adjustment Among Naval Recruits," Journal of Abnormal and Social Psychology, 46:64-72, 1951.

in age from seventeen to twenty years. Low sociometric status was significantly related to sick bay attendance and disciplinary offences. Low sociometric status was also related to neuropsychiatric disturbances, but there were too few cases to make it a significant relationship.

In a study of twenty-six university students, Burks⁴⁴ identified eight characteristics which seemed to be associated with unsuccessful social relations. These were: (1) forced humor, or that which depends on ridicule of others or which contains unpleasant suggestions, (2) self-absorption to the partial exclusion of genuine sympathy with others, (3) vagueness and lack of originality of expression, (4) formal moralizing, (5) hypocrisy or impertinent frankness, (6) irresponsibility, (7) lack of interest in generally popular recreational activities, and (8) lack of adaptability.

⁴⁴ Frances W. Burks, "Some Factors Related to Social Success in College," Journal of Social Psychology, 9:125-139, 1938.

VII. SUMMARY

In this chapter, research was cited in which various factors were found to be to some extent associated with social acceptance or social isolation. A list of these factors is given below. It should be noted that some of these factors seemed in one study to be associated with social isolation and in another not to be associated with isolation. Some attempt has been made to group similar factors into categories. However, because of the complex interrelatedness of human behavior, these categories are not mutually exclusive.

Factors Which, According To Available Research, Seem To Be Associated With Social Isolation

A. Personality factors.

1. Lack of social skill and maturity, poor social perception, dependency, and difficulty in exchanging confidences and in expressing feelings.
2. Lack of interests, nonsocial interests, seclusiveness, introversion, and egocentricity.
3. Aggressiveness, hostility, domineering attitude, boastfulness, noisiness, nonconformity, uncooperativeness, selfishness, impertinent frankness, forced or unkind humor, and extreme talkativeness.
4. Poor mental health, neuroticism, anxiety, depression, restlessness, unadaptability, and attention-seeking behavior.

5. Low self-acceptance, acting older than actual age, feeling that one is neither accepted nor respected, and lack of a sense of belonging, of personal worth, and of personal freedom.
 6. Unprincipled behavior, hypocrisy, irresponsibility, and violation of group social standards.
 7. Lack of sex-appropriate behavior.
 8. Unfavorable attitude toward school.
 9. Lack of creativity.
 10. Untidiness and carelessness about appearance.
- B. Situational factors over which the individual has some control.
1. Small number of hours worked for pay.
 2. Lack of membership in organizations.
 3. Underachievement in school subjects.
- C. Situational factors over which the individual has little or no control.
1. Lack of experience in the group.
 2. Lack of physical attractiveness.
 3. Physical immaturity and the presence of real or imagined physical deficiencies.
 4. Lack of athletic skill.
 5. Poor physical health.
 6. Lack of intellectual capacity.
 7. Higher chronological age than group members.

8. Oldest or nearly the oldest of all the children in the family.
9. A large number of siblings.
10. Family of low socioeconomic status.
11. Parents belonging to few, if any organizations.
12. Family which is rarely active as a group and in which each member functions more as an individual.
13. Poor home atmosphere, broken home, maladjusted parents, and much parent-child friction.

CHAPTER III

PROCEDURES AND INSTRUMENTS

In this investigation a case study approach was used in an attempt to identify distinguishing characteristics of socially isolated senior high school boys. Through the use of sociometric tests, fourteen socially isolated boys in grade eleven at a city composite high school were selected as cases. No attempt was made to make this group representative of all socially isolated boys in grade eleven.

Following the selection of these cases, their cumulative record cards were examined for pertinent information. The boys themselves were interviewed and were asked to complete tests of interest, personality, adjustment, and intelligence. Their teachers were consulted and, in some cases, their homes were visited. Finally, an analysis was made of the test and interview data.

The selection of cases and methods of study will be described in more detail in the paragraphs that follow.

I. LOCATION OF THE STUDY AND THE POPULATION USED

Two considerations made it seem desirable to study only male cases. First, it seemed likely that, if the small number of cases to be studied was divided between the two sexes, neither would receive adequate attention. Second, because the investigator was a male, securing sufficient rapport with females might have been a problem.

Consequently, the study was confined to male cases.

Another two considerations made it seem advisable to select cases only from grade eleven classrooms. First, at the time of the study, students in grade twelve were preparing for the Department of Education examinations, and it seemed inadvisable to make further demands on their time. Second, to avoid as far as possible the selection of cases who were isolated solely through lack of opportunity to make friends, it was decided to select cases from grade eleven rather than grade ten. Obviously, grade eleven students, who have been in a school for eighteen months, have had more opportunity to make friends than grade ten students who have been in the school for only eight months.

Because of its large enrolment and because the students came from a wide variety of districts and socioeconomic levels, Victoria Composite High School, or VCHS, in Edmonton was selected for the study. VCHS was situated approximately in the center of the city and had an enrolment of about fourteen hundred students. The school plant consisted of two separate buildings, one small and one large, which were, in the main, run independently of each other. It was seldom necessary for students from one building to attend classes in the other. The small building was for students in the commercial pattern and the large one for students in other high school patterns. However, when VCHS is referred to in this thesis, only the large building is meant, since students in the small building were not included in the study. Their inclusion did not seem worth-while in view of the fact

that, while only males were to be selected as subjects, over 90 per cent of the students in the small building were females. To recapitulate, only males in grade eleven in the large building of VCHS were considered as potential cases for study.

There were eleven grade eleven classes in the large building of VCHS. In these classes there was a total of 363 students, 246 of whom were boys. At the beginning of the morning and afternoon sessions, the students assembled in the rooms in which they were registered. It was in these "register rooms" that the sociometric instruments which are described below were administered to the students.

II. SOCIO METRIC INSTRUMENTS

Companion Preference Inventory

The Companion Preference Inventory used in this study was the "three-choice, three-criterion" sociometric test shown in Appendix A. Students were twice asked to name the three persons they most preferred as companions in three different situations. In the first listing, on the left-hand side of the inventory, they were asked to confine their choices to other students in their classroom. They were then asked to make a second selection on the right-hand side of the inventory, this time the only restriction being that they confine their choices to residents of Edmonton.

In constructing this sociometric test, an attempt was made to select as criteria for choices, those social situations which did not require special intellectual or physical skills, which covered the

widest possible variety of activities, and with which most students would have had some actual experience.

In obtaining a measure of sociometric status for each student, first choices were given a weight of three, second choices a weight of two, and third choices a weight of one. The sum of the weighted choices a boy received was divided by the average weighted choice receipts per male in his classroom, giving his ISS, or index of social status, in that classroom. The ISS is defined in Chapter I and its use illustrated in Appendix B.

Revised Ohio Social Acceptance Scale

The Revised Ohio Social Acceptance Scale,¹ hereafter referred to as the Ohio Scale, is described by Forlano and Wrightstone and is shown in Appendix C. In this survey of social acceptance, each student is given a class list and asked to rate all his classmates on a five point scale:

1. Persons you would like to have as very best friends.
2. Persons you would like as good friends.
3. Persons you think are "all right" or "okay."
4. Persons you do not know well enough to rate.
5. Persons you would not care to have as friends.

The special advantage of the Ohio Scale over the "choice" type of sociometric test is that a measure is obtained of the reaction of every student to every other student in the class.

¹G. Forlano and J. W. Wrightstone, "Measuring the Quality of Social Acceptability Within a Class," Educational and Psychological Measurement, 15:127-136, 1955.

A measure of the individual's acceptance by the group, his "acceptance-by-group" score, is derived by summing the five products obtained by multiplying the weight assigned to each rating by the fraction whose numerator is the number of times that particular rating was assigned to the individual and whose denominator is the total number of all ratings assigned to the individual. Thus, a person receiving five ratings of "1," ten of "2," ten of "3," five of "4," and none of "5," or a total of thirty ratings in all, would have an acceptance-by-group score of 2.5. ($\frac{5}{30} \times 1 + \frac{10}{30} \times 2 + \frac{10}{30} \times 3 + \frac{5}{30} \times 4 + \frac{0}{30} \times 5 = 2.5$) Obviously, the lower the score, the greater the degree of acceptance indicated.

A measure of the individual's acceptance of the group, his "acceptance-of-group" score, is derived by summing the five products obtained by multiplying the weight assigned to each rating by the fraction whose numerator is the number of times that particular rating was assigned to others by the individual and whose denominator is the total number of all ratings assigned to others by the individual. Again, of course, the lower scores indicate greater acceptance.

A student might be so accepting of his classmates as to give each a rating of "1," but, because one rarely goes to a theatre or dance with more than three or four companions, the student's first three choices are more relevant than the rest. For this reason, the Companion Preference Inventory, rather than the Ohio Scale, was used in the selection of cases.

III. SELECTION OF CASES

On the second of May, 1958, the regular teacher in each of the eleven grade eleven register rooms of VCHS administered to all the students in his class both the Ohio Scale and the Companion Preference Inventory. All students who were absent from school during this administration were tested individually as soon as they returned to school.

Only the Companion Preference Inventory was used in the selection of cases. From the data on the left-hand side of the completed inventories, it was possible to calculate the ISS for any student. The sixty-six boys with an ISS of less than .40 were classified as male classroom social isolates. However, only forty-two of these qualified as potential cases for study. The other twenty-four failed to satisfy one or more of the following four criteria.

First, to assure that all the cases to be selected had had adequate time to acquire friends, it was decided not to select boys who had been in the school for less than seventeen months. Hence, because they had entered VCHS since the thirtieth of September, 1956, fourteen boys were excluded from the group of potential cases for study.

Second, to rule out the possibility of selecting cases who were isolated solely because of their color, it was decided to select only whites as cases. Hence, because he was Chinese, one boy was excluded from the group of potential cases for study.

Third, to eliminate the possibility of selecting cases who were isolated due to having a chronological age far above or below that of their classmates, it was decided not to select as cases, boys less than sixteen years of age or more than eighteen years and two months of age. Hence, because they exceeded the maximum age limit, nine boys were excluded from the group of potential cases for study. None had to be excluded because they were too young.

Fourth and last, it was intended to exclude from the group of potential cases for study, any boy who, because of a lengthy illness, was, for a period of more than twenty consecutive days, prevented from maintaining social contact with his fellow students. Also to be excluded was any student who had been absent for ten consecutive days just prior to the sociometric testing. However, none of the potential cases for study had been absent for a period of more than six consecutive days at any time between the first of September, 1957, and the day of the sociometric testing.

As mentioned previously, forty-two classroom social isolates satisfied the above four criteria and were regarded as potential cases for study. An effort was then made to obtain for each of these forty-two boys, a second measure of sociometric status, the "RS," or right-hand side score. However, before a boy's RS score could be computed, it was necessary to have the right-hand side of the Companion Preference Inventory completed by each person whom that boy had listed on the right-hand side of his inventory.

On the average, each potential subject listed five different

people on the right-hand side of his inventory. In all, the forty-two boys listed the names of 203 different persons. From VCHS the boys chose sixteen persons in grade ten, eighty-four in grade eleven, and twelve in grade twelve. From other schools, they chose three in grade eight, ten in grade nine, eight in grade ten, twenty-three in grade eleven, and two in grade twelve. Forty-five of the persons chosen by these boys were not attending any school.

Of the 203 persons chosen, thirty-four were for various reasons not contacted, and hence they did not fill out inventories. Some had left Edmonton on holidays or business. Others could not be located because the boys who chose them did not know where they lived and could therefore give only incomplete or inaccurate addresses. In some cases, each of several attempts to find a person at his home was unsuccessful. The choices made by classroom isolates who were absent during the sociometric testing, were in some cases not obtained until after the selection of cases for study. Obviously, in these cases, there was little to be gained by asking the persons they had chosen to complete inventories. Parents who were chosen by their sons were not asked to fill out inventories because of the questionable value of the results. However, only two instances of this occurred, and in both cases the boys' scores were already high enough to exclude them from the group of isolates finally selected for study.

Because most of the persons they chose could not be contacted, it was impossible to obtain a valid RS score for two classroom isolates. Therefore, these two boys were no longer regarded as potential

cases for study. Two other classroom isolates were absent during the sociometric testing, and, because their choices were not known until some time after the selection of cases, they ceased to be regarded as potential cases for study. This left a group of thirty-eight boys from which the cases for study were to be selected.

The RS score for each of the remaining thirty-eight classroom isolates was then computed. First, the right-hand sides of the Companion Preference Inventories of all the students in grade eleven at VCHS were checked for choices given to any of the thirty-eight isolates. In recording these choices, first choices were given a weight of three, second choices a weight of two, and third choices a weight of one. Then the RS score of each classroom isolate was arrived at by adding the sum of these weighted choices given to him by grade eleven students at VCHS, to the sum of the weighted choices given to him by persons he chose who were not in grade eleven at VCHS.

The names of the thirty-eight classroom isolates were then arranged in order, from the lowest to the highest, according to the size of their RS scores. In cases where one or more boys received the same RS scores, the boys concerned were arranged according to the size of their ISS scores, the lowest again being first. In this way the list shown in Table I was constructed.

TABLE I
THE THIRTY-EIGHT CLASSROOM ISOLATES
RANKED ACCORDING TO THE SIZE
OF THEIR RS SCORES

Rank	Name	RS	ISS
1	Frank	0	0.00
2	Alfred	0	0.00
3	Keith	0	0.00
4	Conrad	0	0.07
5	Martin	0	0.13
6	Hugh	0	0.19
7	Dick	1	0.00
8	Ian	1	0.00
9	Bruce	2	0.26
10	Jack	4	0.00
11	George	5	0.00
12	Chuck	5	0.06
13	Neville	5	0.06
14	Ernest	5	0.13
15	Leonard	5	0.25
16	Jim	6	0.19
17	Larry	6	0.31
18	Fred	6	0.37
19	Robert	7	0.20
20	Roy	9	0.00
21	Arthur	9	0.18
22	Bernard	9	0.37
23	Ronald	9	0.37
24	Darrel	9	0.39
25	Lowell	10	0.13
26	Walter	10	0.36
27	Eugene	11	0.00
28	Philip	11	0.38
29	Mickey	12	0.07
30	Arnold	12	0.14
31	Alex	12	0.21
32	Rodney	12	0.22
33	Gerald	13	0.37
34	Roger	14	0.19
35	Kurt	14	0.39
36	Edward	16	0.28
37	Ben	19	0.39
38	Michael	20	0.12

Beginning at the top of the list, with boys having the smallest RS scores, each boy was invited individually by the investigator to take part in the study. This process was continued until fourteen boys had agreed to take part. Since the twelfth boy, Chuck, was absent from school on the day the cases were selected, he was not invited. However, all the boys who were invited agreed to cooperate, making it unnecessary to go beyond Leonard, the fifteenth boy on the list. Thus, the fourteen classroom isolates selected as cases for study were Frank, Alfred, Keith, Conrad, Martin, Hugh, Dick, Ian, Bruce, Jack, George, Neville, Ernest, and Leonard.

IV. PSYCHOLOGICAL MEASUREMENT

During the course of the study, various psychometric tests were administered to each of the fourteen social isolates selected as cases. These tests served as a relatively objective means of personality assessment, and the information they provided was useful in evaluating data obtained by other methods.

In studies which attempt to apply experimental tests to specific hypotheses, fairly rigid requirements govern the selection of the instruments used. However, this study was more divergent than convergent in focus. Instead of intensively scrutinizing some narrowly delimited aspect of the problem, the study aimed at determining the relevance of as many factors as possible. Ideally, psychometric tests of every description should have been used to ensure that a minimum of relevant factors would escape notice. However, because tests were

not intended to be the sole source of data, because time was limited, and because the subjects might refuse to submit to a heavy testing program, limits had to be imposed on the nature and number of tests selected. Information supplied by previous studies provided some guidance in selecting tests by indicating the types of tests that might yield pertinent data. According to the findings of this related research, it seemed that intelligence, adjustment, interests, and numerous other aspects of personality might all be related to social acceptance and should, therefore, be assessed. Hence, an effort was made to select tests which would measure most of these characteristics.

Seven tests were eventually chosen for use. The Wechsler-Bellevue Intelligence Scale was selected to serve as a reasonably sound test of intelligence, and the Kuder Preference Record (Personal) to serve as an aid in obtaining knowledge of the subjects' interests. Two inventories were chosen as tests of adjustment, the Index of Adjustment and Values as a measure of self-acceptance and the SRA Youth Inventory as an indicator of the nature and number of self-recognized problems possessed by the subjects. To gain an understanding of the basic feelings of the subjects, the use of at least one projective test seemed advisable, and the Rotter Incomplete Sentences Blank was selected. The Guilford-Zimmerman Temperament Survey was chosen because at least eight of the ten traits it purported to measure had been shown to be associated with social acceptance in previous studies. The Thurstone Temperament Schedule was selected to serve as a check by providing additional information

on some of the traits previously measured by the Guilford-Zimmerman Temperament Survey. All of the above-mentioned tests are described briefly below.

Wechsler-Bellevue Intelligence Scale for Adolescents and Adults. The Wechsler-Bellevue Intelligence Scale² is an individual test of intelligence composed of eleven subtests. These subtests are as follows: information, comprehension, digit span, similarities, arithmetic, vocabulary, picture arrangement, picture completion, block design, object assembly, and digit symbol. A verbal IQ based on the first six of these subtests may be calculated, as well as a performance IQ based on the last five subtests, and a full scale IQ based on all eleven subtests. The subject's scores may be plotted on a profile chart. The norms provided for the sixteen-year-old age group and for the seventeen-to-nineteen-year-old age group are each based on a sample of one hundred cases. The results of some research suggests that the Wechsler-Bellevue Adult Scale may have additional value as a diagnostic tool in personality study. In his book, for example, Wechsler describes the characteristic test performances of five clinical groups.

SRA Youth Inventory. The SRA Youth Inventory³ is a check

²David Wechsler, Measurement of Adult Intelligence (third edition; Baltimore: The Williams and Wilkins Company, 1944).

³H. H. Remmers and Benjamin Shimberg, Examiner Manual for the SRA Youth Inventory (Chicago: Science Research Associates, 1949).

list of 298 questions intended as an aid in quickly identifying the problems that young people say worry them most. The problems have been divided into eight major areas: my school, looking ahead, about myself, getting along with others, my home and family, boy meets girl, health, and things in general. Norms for each of these areas are provided and are based on a stratified sample of twenty-five hundred cases. Students may score the test and plot their own profiles. In addition, the examiner may make use of a "basic difficulty" score which is intended to help identify students with a basic personality disturbance. However, the basic difficulty score is still in the experimental stage.

Index of Adjustment and Values. The Index of Adjustment and Values⁴ is a list of forty-nine adjectives, each of which is followed by three blanks. (See Appendix D.) In the first column of blanks, the subject is asked to indicate, through the use of any rating from one to five, the extent to which he feels each adjective applies to him. The responses in this column give some indication of his concept of himself. In the second column of blanks, the subject is asked to indicate, through the use of one of the five possible ratings, the extent to which he is satisfied with himself as described in the first column. The sum of the ratings in the second column provides a

⁴ Robert E. Bills, Edgar L. Vance, and Orison S. McLean, "An Index of Adjustment and Values," Journal of Consulting Psychology, 15:257-261, 1951.

measure of his acceptance of himself. The larger the sum, the greater the degree of self-acceptance. In the third column of blanks, the subject is asked to indicate, again through the use of one of the five possible ratings, the extent to which he wishes each adjective applied to him. The responses in this column give some indication of what he would like to be, or his "ideal self."

The sum of the differences between the ratings given in column one and those given in column three, provides a second measure of the subject's acceptance of himself. The smaller the sum, the greater the degree of self-acceptance.

The means and standard deviations, which are provided for the two sums just mentioned, are based on a group of 1599 high school seniors.

Kuder Preference Record (Personal), Form A. The Kuder Preference Record (Personal)⁵ is a survey of interests designed to help subjects make more suitable occupational choices. The interests measured, however, are those related to the kind of situation in which he prefers to work and not those related to the nature of the work itself. There are 504 activities listed in groups of three. The subject is asked to indicate which of the three activities in each group he likes most and which he likes least. His scores may then be

⁵ G. Frederic Kuder, Examiner Manual for the Kuder Preference Record (Personal), Form A (fourth edition; Chicago: Science Research Associates, 1953).

obtained for each of five scales: preference for being active in groups, preference for familiar and stable situations, preference for working with ideas, preference for avoiding conflict, and preference for directing or influencing others. The subject's scores on these five scales may be plotted on a profile sheet. The norms for males are based on a sample of 3650 high school boys.

Rotter Incomplete Sentences Blank, High School Form. The Rotter Incomplete Sentences Blank⁶ is a semistructured projective personality test consisting of a single sheet of paper on which are listed only the first word or words of forty sentences. The subject is asked to complete each of these sentences and in doing so, to express his real feelings. It is assumed that the desires, fears, and attitudes of the subject will be reflected in the sentences he makes. A scoring system is described in the manual, but no norms are available for high school students.

Guilford-Zimmerman Temperament Survey. The Guilford-Zimmerman Temperament Survey⁷ is a list of three hundred statements. The subject is asked to answer "yes," if a statement describes him accurately, "no," if it does not, or "?" if he cannot decide whether a "yes" or

⁶ Julian B. Rotter and Janet E. Rafferty, Manual, The Rotter Incomplete Sentences Blank, College Form (New York: The Psychological Corporation, 1950).

⁷ J. P. Guilford and Wayne S. Zimmerman, The Guilford-Zimmerman Temperament Survey, Manual of Instructions and Interpretations (Beverly Hills, California: Sheridan Supply Company, 1949).

"no" answer would be best. His score may then be obtained for each of the following ten traits: general activity, restraint, ascendancy, sociability, emotional stability, objectivity, friendliness, thoughtfulness, personal relations, and masculinity. The subject's scores on these traits may be plotted on a profile chart, but the only available norms are based on a sample of 912 college students.

Thurstone Temperament Schedule. The Thurstone Temperament Schedule⁸ is a list of 140 questions about the subject. He is asked to answer each of these with a "yes," "no," or "?." His score may then be obtained for each of the following seven traits: activeness, vigor, impulsiveness, dominance, stability, sociability, and reflectiveness. The subject's scores may then be plotted on a profile chart. The norms for males are based on a sample of 419 high school boys.

V. STUDY OF THE CASES

Cumulative record cards. After the cases for study had been selected, their cumulative record cards were examined. Among other things, these cards yielded information on previous school achievement, work experience, and leisure-time activities. The student's scores on various intelligence and achievement tests could also be obtained from their cards.

⁸L. L. Thurstone, Examiner Manual for the Thurstone Temperament Schedule (second edition; Chicago: Science Research Associates, 1949).

Psychological measurement. Approximately an hour was spent with each boy in administering the Wechsler-Bellevue Adult Scale. During this hour, a record was kept, not only of his responses to specific questions and requests, but also of any other observable behavior.

During the remainder of the study, each boy was asked to complete the six other psychological tests which have been described above. The test instructions were explained to each boy individually and the boys were permitted to complete these tests at a time and place of their own choosing. When a boy completed and returned one test, he was given another, and this process continued until he had completed all tests or, as in the case of three boys, until he was unwilling to complete any further tests.

Sociometric data. Both the acceptance-by-group score and the acceptance-of-group score were computed from the completed Revised Ohio Social Acceptance Scales for each of the fourteen isolates, and these scores were compared with average scores for the respective isolates' rooms.

Interviews. It was intended that a series of class periods, totaling approximately three hours in length, would be spent in interviewing each boy. But, because they were unwilling to contribute this much of their time, one boy was seen for only two hours, and another for only fifteen minutes. However, the average amount of interviewing time per boy was three and a quarter hours.

A fairly large guidance room in VCHS was made available for the purpose of interviewing these boys. The interviews took place during study periods and noon hours. Each boy's timetable was obtained and his study periods located. Using this information, an interviewing schedule was drawn up, and arrangements were made to have each boy come in at specified times. It was not possible during school time to see some boys for more than one period a week, and hence they were asked to come in at noon or following the afternoon dismissal, if possible.

At the beginning of the series of interviews, the interview situation was described briefly to each boy. It was suggested that he relate a little of his life history, telling about the things that impressed him most, his likes and dislikes, his strong points and his failings, his hopes and his fears. It was also suggested that he might sometime be able to offer explanations for his low sociometric status. In this first interview, an attempt was made to make each boy feel partially responsible for the progress of the interviews. Accordingly, he was left to decide for himself what he should say. The conversational contributions of the interviewer were kept to a minimum, and an effort was made to refrain from asking too many direct questions. Thus, to some extent at least, each boy discussed topics of his own choosing. It was hoped that more significant information would be forthcoming under these circumstances than might be obtained by direct questioning.

Nevertheless, as time went on, the investigator took a more directive role in the interviews, and the boys were questioned more

frequently. But, as far as was possible, questions were phrased in such a way as to avoid giving the subject the impression that the investigator was prying into his affairs or consciously attempting to direct the interview. An effort was made to obtain from each boy relevant information about each of the following: his physical development and present condition, his family's economic status and history, his own and his family's educational history, his school and out-of-school social life, his talents, his employment history and ambitions, his family and home conditions, his legal history, his hobbies, his interests, and his routine habits. In addition to giving objective information about each of these, the boys were encouraged to express their feelings regarding them. Each boy was also encouraged to comment on the profiles he obtained on the personality tests, and to offer explanations for very high or very low scores. At the conclusion of his final interview, each boy was asked to comment on his reactions during the course of the study, to the tests, the interviews, and the investigator.

After obtaining permission from each boy, notes were taken during the interviews.

Comments from teachers. A list was compiled which consisted of the names of all the teachers who had, in any of their classes, one or more of the fourteen socially isolated subjects. These teachers were consulted individually in brief, informal, face-to-face interviews. They were asked to give a short description of each isolate whom they taught in their classes, dealing with the isolate's

achievement, his behavior in class, his relations with other students, and his relations with the teacher. Only one teacher out of thirty-two declined the invitation to discuss the isolated boys in her classes. A total of ninety-six descriptions was obtained, which means that an average of nearly seven teachers described each isolate.

Home visits. Thirteen of the fourteen isolates were asked how they would feel about having the investigator visit their homes for a talk with their parents. Four isolates felt their homes should not be visited, but nine agreed to the proposal. However, three of these nine boys later claimed that their parents did not wish to receive a visit from the investigator. Hence, the homes of only six boys were visited.

Only one of these boys had told his parents exactly why he had been selected for study. The other five preferred to tell their parents that they had been arbitrarily selected as subjects in an experiment to determine the validity of various personality tests, and the investigator agreed to be a collaborator in this minor subterfuge. No tests or interview data were shown to the parents. They were simply asked to describe their child's development and personality. Careful observations were made of the homes and of each of the parents. These observations and as much as could be remembered of the conversations were written down immediately after the visits.

Analysis of the data. An examination was made of the data collected from the various sources outlined above with a view to

discovering most of the distinguishing characteristics of the subjects. In the case of each isolate, all those factors which might be expected to be related in some way to his social isolation were examined, and an attempt was made to determine whether or not these factors were unique in each case. Following this, an effort was made to identify characteristics which were common to the majority of the subjects. The results of the study were examined with the hope that some knowledge of their implications might be gained.

CHAPTER IV

CASE STUDIES

In this chapter each of the fourteen boys interviewed will be considered individually. His appearance, background, and personality will be described, but interpretation and analysis will be left for a later chapter.

To conserve space and the reader's patience, the abbreviations listed below will sometimes be used in place of the cumbersome names of the tests to which they refer.

<u>Abbreviation</u>	<u>Name of the Test</u>
CPI	Companion Preference Inventory
Ohio Scale	Revised Ohio Social Acceptance Scale
Wechsler	Wechsler-Bellevue Intelligence Scale for Adults and Adolescents
Guilford	Guilford-Zimmerman Temperament Survey
Thurstone	Thurstone Temperament Schedule
Kuder	Kuder Preference Record (Personal)
SRA	SRA Youth Inventory
Rotter	Rotter Incomplete Sentences Blank
IAV	Index of Adjustment and Values

Scores obtained by the subjects on the various tests listed above have been recorded in tables and figures appearing in Appendix E.

I. ALFRED

Alfred obtained a Wechsler Full Scale IQ of 118. He was sixteen years and six months of age.

Sociometric Data

A study of ratings on the Ohio Scale revealed that, while Alfred was highly accepting of his classmates, they were highly unaccepting of him. On the basis of the CPI data he was one of the three most completely isolated subjects. He was not chosen by anyone in his classroom nor by anyone whom he chose from outside the classroom in Edmonton.

Appearance

Alfred was about five feet eight inches tall and quite slim. He was fair, had a crew cut, wore glasses, and was rather clean-cut looking. His clothing was always neat and conservative, never faddish or extreme in any way. Restraint, flaccidity, and lack of spirit seemed to characterize his speech and manner.

Background

Of the two children in the family Alfred was the oldest, there being a five-year age difference between him and his sister. He was born in Edmonton but received his schooling up until grade eight in three Alberta towns, as his father bought, managed, and sold hotels in these places. Alfred's family moved to Edmonton just before he began grade nine. His father then adopted the practice of spending

alternately one week at home in Edmonton and one week out of town at his hotel. Two single girls and a young couple occupied the rented part of Alfred's house.

Alfred's mother was rather inactive socially and spent most of her time in their home and garden. Alfred said he got along fairly well with her but not too well with his father. He complained that instead of doing interesting or exciting things, his father liked to sit and read. Alfred was also displeased with his father for being short-tempered and for being so critical of Alfred's friends. Alfred did not feel he knew what his parents thought of him, and he did not want the interviewer to visit his home.

Alfred had only dim recollections of his early school life. Nevertheless he did, with obvious pride, remember being strapped frequently. While in grade seven and eight he enjoyed himself but did very little work in school. However, his Departmental Examination marks in grade nine were slightly above average. His grade ten average was 53 per cent and his grade eleven average was 41 per cent. In grade eleven Alfred was twice interviewed by the principal about improving his marks. Though he became more diligent in his studies toward the end of the year, his marks failed to improve which Alfred viewed as the natural consequence of his long neglect.

Alfred was often absent from school. On his own admission he had been truant about ten half days near the beginning of his grade eleven year because the weather was so pleasant, and he had been late five times during the year. Because no VCHS students lived near him,

he went to school and back twice a day without speaking to anyone.

Two of Alfred's former school friends from out of town occasionally came to Edmonton and arranged with Alfred to attend a motion picture, play billiards, or do some drinking. Alfred himself rarely seemed to take the initiative in making these social contacts. He did, however, occasionally attend a Saturday afternoon public dance for children of teen age, and he claimed to have had a few dates with girls.

Alfred delivered newspapers during his grade ten year but never had any other jobs. In grade three he belonged to Cubs and in grade seven to Army Cadets. His only experience with a high school club was short-lived as he left the Tumbling Club after the first few sessions, having found that he did not enjoy it. Watching television, swimming, and reading were his main leisure-time activities.

At one time Alfred intended to matriculate and join the Navy although his parents, he said, hoped he would go to university. Subsequently, however, he decided to pursue the more modest goal of leaving school at the end of grade eleven and securing a job on a highway construction crew. He had a friend on a construction crew who had made the work sound attractive. Alfred felt he would enjoy working out of town as he had never liked the city and relished the thought of being away from home and doing as he pleased.

Personality

Several tests of intelligence indicated that Alfred had bright normal intelligence. When his ability was considered in

relation to his achievement, Alfred seemed to be seriously underachieving. On the Wechsler, Alfred's relatively low subtest scores were in Digit Span and Picture Arrangement, possibly indicating relative weaknesses in attention and social intelligence or planning, respectively.

According to the Thurstone, the Kuder, and the Guilford, Alfred was highly thoughtful, reflective, shy, and seclusive. Alfred said he daydreamed a lot and did not converse easily or enjoy making new friends. To the interviewer Alfred seemed relatively withdrawn and introverted.

At times Alfred seemed drained of emotion, listless, apathetic, and expressionless. He made no effort to converse with the interviewer and gave the briefest possible answers to questions. The Thurstone and the Guilford showed him to be extremely submissive, seeking to be in the background, and preferring to have others doing the directing.

The Guilford indicated that Alfred was highly subjective, self-centered, and not particularly cognizant of his responsibility for his actions.

According to the way Alfred responded on the SRA, his problems were mainly home and personal problems. He felt he had no girl problems and very few problems related to the future. On the Basic Difficulty Scale of this inventory Alfred had a percentile rank of eighty-five. The SRA manual states that a high score on this scale may be indicative of important personality problems.

II. BRUCE

Bruce obtained a Wechsler Full Scale IQ of 119. He was seventeen years and seven months of age.

Sociometric Data

Ratings on the Ohio Scale showed that Bruce thought he knew his classmates better than they thought they knew him, and that he was more accepting of them than they were of him. He was less acceptable to his classmates than the average boy in the class. However, according to the CPI data he was less isolated than ten other subjects. He was chosen twice as a second choice by one boy in his room and once as a second choice by a boy whom he chose from outside the classroom in Edmonton.

Appearance

Bruce was a tall, slim, rather angular-looking boy. He had dark hair and a crew cut, and he seemed lively and alert. He walked quickly with a bouncing step and moved in a relatively awkward way. The casual clothing he wore was of a style similar to that of clothing worn by most other students.

Background

Bruce's parents separated while he was very young. His father, a claim adjuster for an insurance company, went to Eastern Canada and had returned only two or three times for very brief visits. The fact that his father did not live with him was both annoying and embarrassing

to Bruce. Bruce had one brother two years older than himself who had joined the Air Force after leaving school. From that time on Bruce lived alone with his mother in a crowded basement apartment in a rather dilapidated house. His mother was employed as a cashier in a supermarket. Bruce professed a fondness for his mother and he felt repentent after occasional instances of failing to cooperate with her. Bruce, his brother, and his mother had all lived with his mother's parents until Bruce was nine years old.

Bruce's school achievement seemed to have been fairly satisfactory, though he could probably have earned higher marks. In grade nine he obtained an above-average standing and in grade ten an average of 60 per cent. Bruce confided that he had misbehaved in grade six. That year he molested a smaller youngster and did not stop until the police were called in. However, Bruce's grade eleven teachers were pleased with his behavior and interest in his subjects. They stated that he had a sense of humor and was friendly, quick to volunteer, a good contributor, mature, and likeable. His grade eleven marks averaged approximately 60 per cent. Bruce liked school and wanted to keep in touch with school after he left. Nevertheless, he admitted having been truant occasionally, including ten times in grade eleven. Because of some trouble he and some other boys got into at the end of his grade ten year, he had the choice of going on probation or being suspended from school for a year. He chose to leave school for a year.

In grade ten Bruce belonged to the school Model Airplane Club

and participated in volleyball and football houseleagues. He had never belonged to any out-of-school organizations and took no part in school organizations in grade eleven. At noon and after school he spent most of his leisure time either sitting in a cafe, playing billiards, or playing cards with two or three friends.

At one time Bruce occupied himself with shooting, golfing, and building model airplanes. In grade eleven, however, he spent most of his time reading pocket-books and listening to the radio. He occasionally attended a motion picture with a boy friend and claimed he dated a girl once every two months or so. On Sunday he stayed in bed until three or four in the afternoon.

In grade seven Bruce delivered newspapers but was fired because too many of his customers complained about him. When they were tardy in paying him, Bruce stopped delivering and was therefore dismissed. Three years later he secured a job in the post office but was fired after being caught taking money from a letter. During the year he was away from school, Bruce worked as a parcel wrapper for seven months and as a caretaker for two months. Once back in school, he began working part time in a supermarket wrapping customers' orders. His post school plans were to take a course at the Calgary Institute of Technology and Art or become a fire control assistant in the Air Force.

Personality

Several tests of intelligence indicated that Bruce had bright normal to superior intelligence. If this was true, then he was under-

achieving in some subjects.

Bruce was very expressive. He smiled, laughed, and talked quite easily. He seemed relaxed and less self-conscious than most students. He seemed to have a wholesome attitude toward himself, and according to the SRA he had an average number of problems.

Both the Guilford and Thurstone indicated that Bruce was relatively impulsive. A teacher described him as possibly too easy-going. Bruce's responses on the Kuder indicated that he was more agreeable than the average person and endeavored to avoid conflict.

At one time Bruce claimed that he did not usually worry about anything and was unaccustomed to introspection. At another time, however, he recalled occasions when he was moody, impatient, irritable, depressed, and lonely.

Bruce stated that he wanted to be more responsible, sincere, and dependable. A tendency toward emotional instability appeared on the Guilford.

The Guilford also indicated that Bruce was more shy and seclusive than the average person, and Bruce described himself as shy during the interviews. However, the other inventories did not substantiate this. The Kuder showed that Bruce had a propensity to philosophize, but on the Guilford and Thurstone this did not appear to be the case. Bruce's conversation revealed little evidence to indicate that he had done very much intensive thinking about himself or anything else.

Bruce said he tended to follow others more than lead and this was confirmed by a low score on the Ascendence Scale of the Guilford.

III. CONRAD

Conrad obtained a Wechsler Full Scale IQ of 120. He was sixteen years and nine months of age.

Sociometric Data

Ratings on the Ohio Scale showed that his classmates were less accepting of Conrad than he was of them, but that he was more acceptable to his classmates than the average boy in the class. This apparent paradox of a seemingly well accepted social isolate stemmed from the fact that, while no one wanted Conrad for a best friend, neither did anyone dislike him. On the basis of the CPI data, only three subjects were more isolated than Conrad. He was chosen once as a third choice by one boy in his classroom but was not chosen by anyone whom he chose from outside the classroom in Edmonton.

Appearance

Conrad was a slightly plump boy with a height of five feet seven inches. He had a few freckles and was not handsome but had a relatively pleasant appearance. He wore glasses and dressed neatly but not stylishly. Although he was quiet, there was an air of pride in his bearing.

Background

Conrad's father was a career officer in the Air Force and as a result Conrad moved around considerably, rarely spending more than two years at any one Air Force base. In most of these bases Conrad

was one of the oldest children.

Conrad had two younger sisters, one fifteen and the other thirteen years old, and he claimed to be on friendly terms with both. In his view the relationships between him and his parents were also amicable. He felt that his mother was the most dominant member of the family.

Conrad asserted that he liked school. In grade nine he received five honor marks on his final examinations, and in grade ten he obtained an average of 78 per cent. In grade eleven his average dropped to 74 per cent. The most pronounced drop was in mathematics.

The school Photography Club and the Archery Club absorbed some of his leisure time in grade ten. During his grade eleven year he was a photographer for the school paper and yearbook and belonged to the Public Speaking and Debating Club.

While in grade eleven Conrad was employed as a helper in a drugstore for two hours each night before suppertime. At the same time, he worked eight hours a day delivering telegrams on Saturdays and Sundays. Most of his earnings were put aside to help pay for his future university education. He spent an hour or so each week at a health studio doing exercises and another hour attending a Sunday evening church service. His time at home was spent reading magazines, doing homework, watching television, and working at his hobby of photography.

At one time Conrad intended to take engineering at university but a subsequent lack of success with mathematics prompted him to change his goal to securing a degree in pharmacy.

Personality

Several tests of intelligence indicated that Conrad had bright normal to superior intelligence. The hurried approach he used on the Wechsler performance tests may help to explain his relative lack of success with these tests. Conrad's relatively low subtest scores were in Picture Arrangement and Object Assembly, indicating possible weaknesses in planning or social intelligence and in recognition of patterns, respectively. His high score on the Comprehension subtest suggests that he may have had good common sense.

Conrad was active and enjoyed academic competition but he did not care for athletics or outdoor activities. He shuffled his feet, shifted his position frequently, and remarked that he seemed to have an excess of nervous energy.

According to his teachers Conrad was a little late in maturing socially, but they felt he had made considerable progress during his year in grade eleven. A superior air which he had had at the beginning of the school year seemed to have gradually disappeared. He had become interested in dating girls but found that shyness and lack of courage hindered his progress in this area.

According to the way he answered the Kuder, Conrad would have enjoyed taking the lead and being in the center of activities involving people. On the Guilford, however, Conrad scored as being very submissive. It is possible that he was dominant enough to want positions of authority but hesitant about making efforts to get these or doubtful of his ability to accept their accompanying responsibility.

His responses on the Guilford suggested that Conrad looked at things subjectively, was slightly self-centered, and somewhat more sensitive than the average person. This test also indicated that he was cooperative and tolerant of others.

IV. DICK

Dick obtained a Wechsler Full Scale IQ of 128. He was seventeen years and two months old.

Sociometric Data

Ratings on the Ohio Scale showed that Dick was accepting of some students but critical and rejecting of others. He was rejected in turn by one fifth of his classmates. On the basis of the CPI data, only three subjects were more isolated than Dick. He was not chosen by anyone in his classroom but was chosen once as a third choice by one of the boys whom he chose from outside the classroom in Edmonton.

Appearance

Dick was five feet six inches tall and tended slightly toward plumpness. He had dark wavy hair and a rather sallow complexion. He wore glasses and was neatly but not fashionably dressed. He was slow-moving and very serious, almost sour in disposition.

Background

Dick's father was a market gardener who did television repair work in his spare time. Dick's mother was a housewife. He had a

high regard for both his parents and said they were anxious to see him succeed. He did not like to bring friends to his home, possibly because of the house's unfinished, unkempt appearance. He had no siblings.

Dick said he liked school and had managed to get approximately an 80 per cent average every year of his school life. In grade eleven his duties as a page in the legislature required that he be absent from many automotives classes. Understandably, his marks in automotives suffered, and, because of the detrimental effect these marks would have on his final average, Dick secured permission to withdraw from the course. Most teachers liked him and praised his work but one noted that he quibbled over details, another that he was obnoxiously argumentative, and a third that he was arrogant at times. In grade nine Dick was put in charge of the public address system and was a room reporter for the school paper. In grade ten he belonged to the Radio Club, the Ping-Pong Club, Photography Club, and Recreational Swimming Club. In grade eleven he obtained a part in the major school play of the year.

After school Dick did his homework and read the paper. After supper he read, watched television, or attended a motion picture. He liked bowling, badminton, and tennis. He reported that his former hobbies of photography and radio were receiving less and less of his time and interest. In grade eight he took accordian lessons but did not enjoy them, so soon stopped.

On Sundays Dick's family usually went on picnics with his

uncle's family. On Saturdays Dick worked all day for his father in the city market selling his father's produce, receiving a generous salary for this chore. When the provincial legislature was in session, Dick worked for three hours every afternoon as a page and enjoyed the job. With his earnings he bought himself a car in April of his grade eleven year.

Dick intended to go to university but had not decided on what course to take. He was considering both engineering and teaching.

Personality

Several tests of intelligence indicated that Dick had superior to very superior intelligence. His achievement in school was very good, so it seemed that he was making reasonable use of his ability. A below-average Digit Span score on the Wechsler was likely caused by his anxiety during the test.

Dick seemed tense, serious, idealistic, critical, intolerant, suspicious, hostile, and easily aroused. During the interviews he was reserved and reluctant to talk. He had a habit of nervously drumming the table with his fingers. When he was younger he talked in his sleep which might have been indicative of some emotional disturbance at that time.

Dick refused to complete three of the inventories used in the study and at the end of his fourth interview declared that he did not wish to undergo the remaining two interviews. As a result, the evidence may be less complete in Dick's case than in that of most of the subjects.

Dick's scores on the Guilford indicated that Dick was inactive and lacking in energy. This inventory also suggested that Dick was rather shy, reflective, and emotionally unstable. On the Rotter, Dick declared that he felt very depressed at times, that his greatest worry was being inferior, that his greatest fear was to "lose face," and that he liked to feel important and respected. From these statements it may be inferred that Dick possessed a sense of insecurity and strong needs for status.

The Health Scale of the SRA was the only scale on which Dick appeared to have an unusually large number of problems. He said he was too heavy, had no pep, did not get enough sleep or exercise, and was subject to frequent stomach upsets. At another point he disclosed that he felt lonesome and not wanted. He worried about little things, found it difficult to get to sleep at night, and did considerable day-dreaming.

While Dick expressed a desire to be more tactful, he also felt that at times he was not forceful enough in demanding his rights. He allowed his pride in his ability to become obnoxiously obvious at times and as a result was regarded as conceited by some students and teachers.

V. ERNEST

Ernest obtained a Wechsler Full Scale IQ of 119. He was eighteen years and one month old.

Sociometric Data

Ratings on the Ohio Scale showed that Ernest was slightly below average in his acceptance of others, and his classmates showed the same degree of acceptance of him. On the basis of the CPI data, twelve other subjects were more isolated than Ernest. He was chosen once as a second choice by one boy in his classroom and was chosen once as a first choice and once as a second choice by a boy whom he chose from outside the classroom in Edmonton.

Appearance

Ernest was six feet tall, thin, and had a blond crew cut. He had a vigorous appearance and talked and moved quickly. He was alert and looked neat but did not dress fashionably.

Background

Ernest was born in Holland and came to Canada with his parents and sister when he was in grade six. His sister was three years older than he and was mentally retarded. Ernest's father was a sheet metal worker in Holland. On coming to Canada he worked first on a farm but later became a janitor. Ernest was ashamed of his parents' dress and his father's job. He declared that there was constant quarreling in his home and that he did not like to bring friends home to visit.

Both parents were proud of Ernest but were unhappy about his lack of respect for his father and for his own national origin. Neither parent was particularly mature but the mother especially was unsophisticated to the point of being childish.

Ernest was forced to repeat a year in school when he came to Canada because of his inability to speak English. He took his grade six in a rural school and the remainder of his schooling in Edmonton. During most of his years in Canadian schools his average mark hovered around 60 per cent. However, in grade eleven his average dropped to 50 per cent. All his teachers seemed to agree that he was not achieving as well as he could. He failed two courses in grade ten and one in grade eleven.

In grade ten Ernest belonged to the school Recreational Swimming Club and the Glee Club. He did not join any school clubs in grade eleven but he became an assistant Scout-master and joined a teenage group at the Young Men's Christian Association. At the same time he was being tutored one night a week in French. He attended a motion picture once a week and occasionally watched television at a friend's house. On Sunday he spent his time reading and relaxing.

At one time Ernest worked as a bus boy in a hotel and later as a stock boy in a retail store. Around the time he entered senior high school he began working in a supermarket on Thursday evenings and Saturdays. His employer encouraged him to join the supermarket staff as a full-time employee, and Ernest believed he could do well in this line, hoping to eventually become a supermarket district

supervisor. He intended to explore the possibilities of taking a Bachelor of Commerce degree at university while working either full time or part time in a supermarket.

Personality

Several tests of intelligence indicated that Ernest had at least bright normal intelligence. Since he had been in Canada for only six years, these tests may have slightly underestimated his capacity. In view of his apparent ability Ernest seemed to have been seriously underachieving in some subjects. His low Digit Span score on the Wechsler may have been indicative of a short attention span.

Ernest had a sense of humor but his laughs sounded forced, uncertain, and abrupt. He described himself as being moody and temperamental, sometimes giddy and sometimes disagreeable. At times he felt depressed and one Guilford score indicated that he was relatively unstable emotionally. When he was five years old he stuttered, and he observed that he still had a habit of biting his nails. He wanted to gain wealth and status yet was uncertain of his ability to do so. He complained that his parents expected too much of him.

Ernest's responses on the Guilford suggested that he was critical, intolerant, belligerent, and impulsive. He admitted that he was sometimes impolite and disrespectful, but he seemed to pride himself on his independence and his disdain for convention. As one Thurstone Score suggested, he seemed self-assertive and dominant. He recalled that he usually told others what to do and generally

talked too much. On the Kuder his responses suggested that he had a preference for situations involving conflict. He remarked that he had a suspicious rather than an affectionate nature.

Ernest was restless and, as was evident on his Kuder profile, extremely active. He appeared to be high strung and to possess an abundance of nervous energy. He felt that he must always be doing something yet was easily tired by his activity.

One score on the Guilford suggested that Ernest was subjective and sensitive. He had the feeling that people disapproved of his nationality and sought to avoid his company whereas he longed to be popular and become a leader. The prospect of failure and humiliation frightened him greatly.

On the SRA Ernest checked off a greater-than-average number of problems relating to his physique, his family, his relations with others, his personal adjustment, and certain philosophical questions. His high Basic Difficulty score may have been evidence of a rather serious personality problem.

Ernest read a great deal and declared that he was fond of intellectual discussions and arguments. His scores on the Theoretical Scale of the Kuder and the Reflective Scale of the Thurstone were further evidence of his interest in thinking and philosophizing. In addition, his score on the Practical Scale of the Kuder indicated that Ernest had a pronounced preference for imaginary and glamorous activities as opposed to practical everyday affairs.

VI. FRANK

Frank obtained a Wechsler Full Scale IQ of 123. He was eighteen years and two months old.

Sociometric Data

Ratings on the Ohio Scale showed that Frank's classmates were a little less accepting of him than of the average boy in the room, but they were still more accepting of him than he was of them. Frank professed to be uninterested in making friends and was fairly critical and unaccepting of his classmates. In apparent contradiction to the Ohio Scale results, the CPI data categorized Frank as one of the three most completely isolated subjects. He was not chosen by anyone in his classroom nor by anyone whom he chose from outside the classroom in Edmonton.

Appearance

Frank was five feet eleven inches tall and quite slim. His face, however, was filled out and quite boyish. He had a stubby nose, a tiny sprinkling of freckles, and a huge shock of wavy sandy hair. He was a good-looking boy, always neat and clean, and usually very stylishly dressed in the current teen-age fashion. Although he habitually wore a thoughtful expression, he did break into a smile now and then. He moved in a rather indecisive manner.

Background

Frank was the oldest of the four children in his family.

Besides his thirteen-year-old brother he had two sisters, one two years old and the other four years old. He was born in Ontario, but long before he started school his family moved to Drumheller, Alberta, where his father obtained work in a coal mine. When Frank was in grade seven, the family moved to Edmonton where his father secured employment in a chemical plant. Frank guessed that his father made a better-than-average salary.

For several years Frank's family lived in an apartment block, but about one month before the study began, they bought a house in a new subdivision of the city.

According to Frank, his father was a wonderful man who was assured and made a success of everything he tried. He was a perfectionist who always knew what to do and never made mistakes.

Although she did not complete her training, prior to her marriage Frank's mother took a course in nursing. However, except for an occasional session of private nursing in her neighborhood, at the time of the study she occupied herself with household duties. Frank claimed he did not find her as understanding as he found his father.

In grades one and two Frank obtained high marks and made his parents very proud of him. In grades three and four Frank was smaller and not as athletically inclined as most of his classmates. He began daydreaming in school and his marks dropped. Because he was unable to keep his mind on his studies, Frank obtained only a 52 per cent average at the end of his year in grade seven. Although this was

not a failing mark, Frank's father felt it was not satisfactory and made Frank repeat grade seven the next year. Frank did not appear to feel very strongly one way or the other about this repetition of a grade.

In grade seven and eight in Edmonton Frank began to grow taller, make a few good friends, and improve his marks. In grade nine he was the fastest sprinter on the track team, earned a 69 per cent average, and was selected to give the valedictory address. He attributes part of his scholastic success in grade nine to the principal of the school who told him he could do well and had faith in him.

Except for observing that there were too many other things to do besides homework, Frank had little to say about grades ten and eleven. He failed his typing course in grade ten and secured permission to withdraw from a French course in grade eleven when he felt failure was inevitable. He obtained a 59 per cent average in grade ten and a 55 per cent average in grade eleven.

At the time of the study Frank did not belong to any clubs or organizations either in or out of school. However, at one time he had been a member of Cubs and later became a corporal in an Air Cadet squadron. When he got a job, he left Air Cadets because he felt he did not have enough time for both.

For two years Frank worked fourteen hours a week stocking shelves and packing bags in a supermarket. Previous to this he had had two or three odd jobs, all of short duration.

Frank asserted that cars and girls were his main interests. He took a girl out to a dance or motion picture about once a week.

On the bus to and from school, Frank rode with some fellow students, and usually they all stopped on their way home from school to have a soft drink together. During his lunch hour at noon, Frank talked with other boys and girls and sometimes played poker with a couple of boys. At home he spent his spare time watching television or reading magazines. He read about ten books a year and limited his homework to written assignments required by teachers. He claimed he had never at any time been concerned about his marks in school.

After completing grade twelve, Frank planned to take a course in instrumentation at the Institute of Technology and Art in Calgary. He said he liked technical work, and he had been assured that the firm employing his father had openings for men with this kind of training.

Personality

Several tests of intelligence indicated that Frank had bright normal to superior intelligence. If these test results were correct, then Frank was seriously underachieving in some subjects. His relative weakness on the Digit Span subtest of the Wechsler may have been indicative of a short attention span.

Frank explained that he never paid any attention to his classmates because they seemed younger than him. He felt able to form satisfactory relationships with girls but was dissatisfied with his relationships with boys. Though he tended to stay by himself, he said he was not shy. The Kuder, Guilford, and Thurstone all suggested that Frank was rather unsociable.

Responses on tests and statements in the interviews both indicated that Frank was relatively lacking in self-acceptance. On the IAV he scored two standard deviations below the mean in column two and more than one standard deviation below the mean on his Difference score. He felt he was too immature, too impractical, too lacking in ambition and self-confidence, and not studious enough. He noted that everything he did seemed to go wrong and he could not live up to the ideals he had set for himself.

His teachers found Frank to be a lazy and slow-working student. To the interviewer he seemed listless and lethargic. Frank admitted that he lacked the enthusiasm and drive of his friends. His percentile scores on the Energy Scale of the Guilford and the Active Scale of the Thurstone were extremely low.

As shown by his very low scores on the Ascendance Scale of the Guilford and the Dominant Scale of the Thurstone, Frank was rather submissive. His high score on the Dominant scale of the Kuder may be explained by the fact that Frank had a preference for positions of authority and power because of their accompanying prestige, but he did not have the aggressive sort of self-assertion required to obtain these positions. Frank said he tended to follow more than lead and usually stayed in the background. He remembered being afraid to tell his father about a dent in their car's fender even though he was in no way to blame.

Because of his relative squeamishness, sensitivity, and clothes-consciousness, Frank scored low on the Masculinity Scale of

the Guilford.

As suggested by his high scores on the Thoughtfulness Scale of the Guilford, the Reflective Scale of the Thurstone, and the Theoretical Scale of the Kuder, Frank was reflective. He enjoyed introspection and was described by one teacher as being philosophical.

According to his responses on the Guilford and the Thurstone, Frank was emotionally unstable. He stated that he was moody and that he daydreamed. He felt that he took life too seriously, and he seemed to feel guilty about enjoying himself. He contended that he was worse than his parents thought he was and declared that people who engaged in aimless playfulness annoyed him. In apparent contradiction to the last observation, Frank's responses on the Guilford indicated that he had a tolerance and understanding of other people and their human weaknesses. He felt most people were honest and sincere.

VII. GEORGE

George obtained a Wechsler Full Scale IQ of 134. He was sixteen years and two months old.

Sociometric Data

Ratings on the Ohio Scale showed that George did not feel he knew his classmates, that they did not feel they knew him, and that he was less acceptable to his classmates than the average boy in the

class. On the basis of the CPI data, George was not chosen by anyone in his classroom but was chosen once as a first choice by one boy and once as a second choice by another boy whom he chose from outside the classroom in Edmonton.

Appearance

George was five feet eight inches tall. He had dark sandy hair and a crew cut. He wore glasses and walked with an unusual bouncing step. He was not fat but did tend toward being plump. He had a healthy active appearance and wore neat and fairly fashionable clothing.

Background

George's family lived in a modest home identical to the two on either side of it. His mother, who was a nurse before marriage, contracted multiple sclerosis soon after the birth of her second son and became bedridden when George was seven years old. George's father had a university degree in agriculture but after working in a variety of jobs ended up selling Canadian government annuities. As a result of his father's first marriage, George had three half brothers including a chemical engineer, an insurance salesman, and a surveyor. He also had a younger brother in grade eight. Since George's mother was helpless, a housekeeper was hired to work in the home for six days a week.

George claimed that neither parent understood him very well but credited his mother with more understanding than his father.

George conceded that his father's strictness was motivated by a desire to make George into an important and respected citizen.

Nevertheless, George complained that his father was distant and apparently unconcerned about what George wanted.

During grade ten George had to appear in juvenile court for breaking and entering after a pointless escapade with a gang of boys. He was appreciative of his father's attitude and help at this time and regretted having been involved in the incident. He described his own behavior as a thoughtless imitation of his misguided companions.

George was a bright boy who started school when he was five years old and has therefore always been one year too young for his grade. He took all of his schooling in Edmonton. Following his entry into junior high school George's marks dropped considerably. He never earned more than a low-average mark in junior high mathematics and failed his mathematics in grade ten. On repeating the course he raised his mark substantially and enjoyed the subject more than he had. In grade eleven he failed his French. His grade ten average was 57 per cent and his grade eleven average was 55 per cent. His younger brother received much higher marks but even these, declared George, were not high enough to satisfy their father.

George belonged to the school Recreational Swimming Club in grade ten but did not join any school clubs in grade eleven. He spent most of his spare time working in the art room. He was, however, interested in model railroading and was once active in Ducks

Unlimited. In grade eleven he joined an Army Cadet corps and this occupied his time on Saturday mornings. On Sundays and weekday evenings he read quantities of science-fiction material, watched television, sketched, and did his homework. He was annoyed that his father, who did not go to church himself, insisted that the boys go to church. It was doubly annoying to George because he did not believe in any form of supernatural god or afterlife.

At one time George delivered newspapers but was fired for throwing snow balls at his depot manager. George was intensely interested in art and wanted to make a career out of commercial art. His father, however, refused to consider this and insisted that art was a childish interest which would pass away in time. Even George's art teacher in school attempted to dissuade George from taking an art course at the Calgary Institute of Technology and Art, saying he would be better advised to take a degree in literature and fine art at university. George was undecided as to which institution he would attend.

Personality

Several tests of intelligence indicated that George had very superior intelligence. Hence, in view of his marks he was seriously underachieving.

George was very restrained as was indicated by his score on the Thurstone. His counselor observed that George was distant, withdrawn, and difficult to get to know. Most teachers found him quiet and inconspicuous. During the interviews he wrinkled his brow and

seemed to be experiencing severe mental discomfort at each personal disclosure. He spoke so softly and indistinctly that at times he could not be understood.

Scores on both the Guilford and Thurstone suggested that George was relatively slow and inactive and that he did not enjoy vigorous activity. Other scores on these two tests suggested that he had a marked preference for reflection and thinking, and George declared that his mind was his best friend. He was very serious minded and was quite concerned about religious and philosophical questions. At times he was miserable and worried about the future. His Guilford profile suggested that he was rather sensitive and emotionally unstable. On the SRA George checked off many problems in every area except the future. His Basic Difficulty score on the SRA was the highest possible indicating the possibility of a severe personality problem.

George was very critical of himself as was indicated by his IAV scores. On the column-two total of the IAV he was two standard deviations below the mean and on the Difference score was one standard deviation below the mean. He confessed that he was fearful and nervous and would like to be more poised and successful.

Scores on the Guilford, Thurstone, and Kuder all suggested that George was low in sociability. He lacked self-confidence, was shy, and did not make friends easily. He explained that most boys were interested in cars and athletics while he was not. When people showed an interest in him, George said, he unintentionally discouraged their friendly overtures because he did not know what

response to make. He stated that his greatest fear was not that people would hate him but that they would be indifferent to him.

George's submissive tendencies were revealed by scores on the Guilford and Kuder. His responses on the Thurstone, however, showed that he thought he would enjoy some types of public speaking.

George had artistic and literary interests and, though he was careless about most school work, he was a painstaking perfectionist in art.

According to the Kuder, George was more interested in imaginary or glamorous activites than in practical problems and everyday affairs.

VIII. HUGH

Hugh obtained a Wechsler Full Scale IQ of 113. He was sixteen years and three months old.

Sociometric Data

Ratings on the Ohio Scale suggested that Hugh was far more accepting of his classmates than they were of him and that he was considerably less acceptable to his classmates than the average boy in the class. One quarter of his classmates rejected him. However, on the basis of the CPI data he was less isolated than seven other subjects. He was chosen three times as a third choice by one boy in his classroom but was not chosen by anyone whom he chose from outside the classroom in Edmonton.

Appearance

Hugh was five feet nine inches tall and was quite thin. He had dark hair and was neatly but not fashionably dressed. He moved and spoke quickly.

Background

During Hugh's infant days his father was in the Air Force and the family moved frequently. After the war Hugh's father studied law in university. While his father attended university, Hugh's mother obtained employment in a variety of jobs. As an additional aid in meeting expenses, the family took in boarders. Both parents could speak Ukrainian. Fourteen years after Hugh was born his mother gave birth to her second son. During the investigator's visit to their home, both parents ridiculed Hugh for his dependency on his mother, for his childish reading habits, for his flightiness, and for not working harder in school. His father said Hugh was honest but high strung and awkward.

Hugh took all his schooling in Edmonton. He received above-average marks in every grade up to and including grade eight. In grade nine, however, four of the six marks he was given on the Departmental Examinations were below average. In grade ten he obtained an average of only 48 per cent and was pronounced a "laggard." In grade eleven he repeated two subjects and raised his average to 56 per cent, but in two subjects he received well-below-average marks. His teachers all agreed that Hugh did a lot of talking in class but not much thinking, and at least three teachers felt he was immature.

In grade six Hugh was a leader on the School Patrol. He played soccer in grade seven and joined the school Chess and Checkers Club in grade nine. In grade eleven he took part in houseleague football but belonged to no school clubs.

In grade six and seven Hugh took accordian lessons and belonged to a Boy Scout troupe. In grade eight he took swimming lessons and in grade nine belonged to a model airplane club. Eventually he joined a church young people's group. He and his friends dated girls about once a month and attended dances or motion pictures on Friday nights. On Saturday nights Hugh had to mind his brother. Hugh devoted most of his time on Saturdays and Sundays to washing, repairing, and driving his car. During his evenings on school days he did homework and watched television.

For a number of years Hugh delivered newspapers. In the summer holidays after grade ten he washed cars for one week and delivered blueprints for the rest of the summer. His father wanted him to become a lawyer, and both parents expected him to go to university. Hugh, however, wanted to become a pilot for a commercial airline. He did not believe he could manage to complete grade twelve.

Personality

Several tests of intelligence indicated that Hugh had high average to bright normal intelligence. Hence, although his success in university was rather unlikely, with effort he could probably have improved his marks in high school.

A Thurstone score suggested that Hugh had an impulsive,

carefree disposition. Both the Guilford and Thurstone indicated that he was active, vigorous, and energetic. One teacher remarked that Hugh was overly talkative and seemed to have to comment on everything. As his father maintained, Hugh seemed rather high strung. He was restless and admitted that he was nervous and talked too quickly.

Hugh's teachers contended that he was immature and he did appear to have little understanding of himself and to be less socially perceptive than the average boy his age. He rarely had a serious thought but did express some concern over his chances of passing his grade twelve examinations and getting a good job.

Scores from both the Kuder and Thurstone suggested that Hugh was sociable in that he enjoyed the company of others. However, his responses on the Guilford showed that he believed most people were guilty of selfish and anti-social behavior, so that he seemed to lack respect for and be suspicious of others.

His responses on the Dominant Scale of the Kuder showed that he had a preference for positions of prestige. His responses on the Practical Scale of the Kuder showed that he was more interested in imaginary and glamorous activities than in practical problems and everyday affairs.

Hugh had very few extreme scores on the personality inventories which may mean that he had few distinguishable characteristics or that he lacked self-awareness.

IX. IAN

Ian obtained a Wechsler Full Scale IQ of 122. He was seventeen years and three months old.

Sociometric Data

Ratings on the Ohio Scale showed that Ian was highly accepting of his classmates but that they were very unaccepting of him. Nearly half of his classmates said they would definitely not care to have Ian as a friend. On the basis of the CPI data, only three other subjects were more isolated than Ian. He was not chosen by anyone in his classroom but was chosen once as a third choice by one boy whom he chose from outside the classroom in Edmonton.

Appearance

Ian was five feet five inches tall and tended slightly toward plumpness. He had a pasty complexion and dark brown hair. He wore glasses and was neat but not fashionably dressed. Some pessimism was evident in his manner.

Background

Ian's parents were Ukrainians. They farmed near Westlock, Alberta, until Ian was in grade one, at which time his mother decided to leave his father and took Ian to Athabasca. Ian's father followed, seized Ian, and returned to Westlock. Ian's mother then pursued the pair and after retrieving Ian took up residence in Edmonton. Later his father located them and moved in with them uninvited. Ian said

his father worked as a laborer for the city but had never given Ian's mother a penny, either for his own board or for the support of his family. Ian complained that his parents did a lot of fighting, usually over money. His mother did work for a time in a restaurant but eventually supported them all by taking in boarders. They lived in a dilapidated two-story house. Ian had three older sisters, all of whom had left home and married. When the interviewer called once at Ian's home, Ian spoke to him on the porch. When Ian's mother came to the door, Ian told her it was his business, not hers, and pulled the door shut in her face.

Except for grade one Ian had taken all his schooling in Edmonton and his marks were always much above average. In grade ten he received an average of 70 per cent and in grade eleven an average of 75 per cent. Because he worked well, his teachers were all favorably disposed toward him.

In grade seven Ian belonged to the school Table Tennis Club. He played houseleague soccer in grade eight and in grade ten joined the Chess and Checkers Club. He enjoyed sketching, skating, and reading. In grade eight he took guitar lessons and later became a member of a young people's group in his church.

Ian had not had any part-time work experience. In grade nine he expressed a desire to be either a mechanic or an electrician. However, as Ian had only one interview, the investigator was unable to obtain more up-to-date information on his plans for the future.

Personality

Several tests of intelligence indicated that Ian had bright normal to superior intelligence. As his achievement in school was very good, he was probably making satisfactory use of his ability.

Ian claimed he lost the partially completed Guilford, and refused to complete any other inventory on the grounds that cleaning up his Young People's Camp and studying for examinations demanded all his time. He also pointed out that he would be unable to come to interviews or work on tests when school was over, as he intended to leave for his sister's farm immediately.

As may be imagined, Ian seemed very strong-willed and stubborn to the interviewer. Teachers remarked that he was persistent, was unable to disagree courteously, had a mean streak, and hated to admit he was wrong. His hostility was evident in the antagonistic remarks he made to other students and in comments he made during interviews. He became arrogant at times and seemed to lack manners and social skills. He was very competitive, especially with one girl in his room and in all classes tended strictly to business.

At the beginning of his only interview, Ian's facial muscles worked nervously, his breathing was rapid, and he seemed very emotional. When he finally began to talk, he appeared to calm down slightly. He spoke quickly, sometimes jumbling his words, and was very abrupt.

X. JACK

Jack obtained a Wechsler Full Scale IQ of 121. He was exactly seventeen years old.

Sociometric Data

Ratings on the Ohio Scale suggested that Jack was rather unaccepting of his classmates, and he claimed not to know three fifths of them. They in turn were rather unaccepting of him with two fifths stating that they did not know him. Ten classmates stated that they would definitely not care to have Jack as a friend. Nevertheless, on the basis of the CPI data, Jack was less isolated than eight other subjects. Jack was not chosen by anyone in his classroom but was chosen once as a first choice by one boy and once as a third choice by another boy whom he chose from outside the classroom in Edmonton.

Appearance

Jack was six feet tall and very slim. He had a light growth of straight dark hair. He wore glasses and had a severe hearing loss in one ear. He seemed relatively assured and had an easy smile. He was neat but was not a fashionable dresser.

Background

Jack's first mother died of cancer when Jack was twelve. He and his nine-year-old brother lived with their grandmother for about eight months, but were not happy there. After two years as a widower, Jack's father remarried, but the woman was an alcoholic and the

marriage was annulled two years later. Jack and his brother were sent away to a private school for a year when conditions during this second marriage became intolerable. A year after the annulment, Jack's father married a widow with two daughters, one sixteen and the other eighteen years old. Jack felt these girls received preferential treatment in that they were not as closely supervised as he was, but he seemed to get along fairly well with his stepsisters and was quite attached to his brother.

Jack's father was an automobile salesman. He seemed rather immature in some ways and tended to repudiate his responsibility for Jack. He averred that Jack could not drive well, could not shoot straight, was awkward, was stubborn, had no mechanical aptitude, did poorly in school, and was resentful of criticism. The Army, he contended, would be good for Jack because it would discipline him. Jack on the other hand made excuses for his father and asserted that in spite of having had a hard life his father had nonetheless succeeded in making life interesting for his two sons. Jack conceded that his new mother tried to be fair but felt she was somewhat inconsistent, and he confessed that he derived little pleasure from spending time at home.

Except for four months in a private school in British Columbia, Jack took all his schooling in Edmonton. Although he usually managed to get at least average marks, it is likely that he could have done much better. On the Departmental Examinations in grade nine Jack received below-average marks in mathematics and science. In grade ten Jack received only a 48 per cent average and only a 49 per cent

average in grade eleven. His teachers observed that he was listless, that he daydreamed, and that he lacked interest, drive, and ambition.

In grade ten Jack joined the school Recreational Swimming Club and the Film Club but did not take part in any school clubs during grade eleven.

Jack seemed interested mainly in Army Cadets and he had spent about twelve hours a week with his regiment during his year in grade eleven. Along with his father he belonged to a sports car club, a power boat club, and a rifle club. He and his step-sisters were all members of a church young people's group. During the week Jack spent his evenings watching television and reading war stories or sports car magazines. On Fridays he attended motion pictures with a boy friend, and on Sundays he went for drives or went fishing with his family.

Jack did door-to-door selling for a bakery when he was in grade eight and delivered newspapers for one year while in grade nine. He planned to leave school at the end of his grade eleven year and join the Canadian Army.

Personality

Several tests of intelligence indicated that Jack had bright normal to superior intelligence. Hence, he seemed to be seriously underachieving in school. His relatively low subtest scores on the Wechsler were in Digit Span and Digit Symbol, suggesting respectively, anxiety or short attention span and depression or poor psychomotor coordination.

According to the Kuder, Jack had a preference for taking the lead and being in the center of activities involving people. He declared that he would like to instruct in the Army and become a leader. Other responses on the Kuder indicated that Jack had a preference for activities involving the use of authority and power, and revealed that he would rather argue and assert himself than avoid conflict just to preserve pleasant personal relations. Jack said he supposed the only reason he smoked was that it made him feel important.

In spite of the foregoing, Jack was shy and ill at ease at social affairs. He felt he needed to learn how to get along with people and said he wished he was more popular. Teachers described him as pleasant and polite but quiet and withdrawn. Jack declared that he was unsure of himself and needed to have faith in himself. He was not as relaxed as he tried to appear. In fact, he seemed fairly restrained as was suggested by one score on the Thurstone. He was very deliberate in his thinking and speaking, and was quiet and slow-moving.

Jack had a number of conflicting and seemingly inconsistent feelings. He had self-respect and was determined at times but was self-critical and listless at others. At one time he said his parents were unfair and at another that they were doing their best.

Teachers noted that Jack was listless and tired and seemed to lack drive and ambition. They said he was slow and inactive, and this was corroborated by Jack's responses on the Guilford and

Thurstone. Jack admitted that he was lazy and that he daydreamed more than average.

On the whole, Jack seemed to take life quite seriously and was very sensitive to the atmosphere in his home. On the SRA his responses indicated that his main problems were related to his home and his health. He said he was sometimes thoroughly disgusted with life. His greatest fear was that he would not succeed in his army career.

Jack was very talkative during the interviews. He expressed himself well using figurative language with plenty of elaboration and anecdotes. He made frequent use of understatement and dry humor.

He had a superior air, and this, together with his slightly stilted manner of speaking, caused one teacher to say that Jack appeared to be conceited even though he lacked confidence. Jack assured the interviewer that, while the interviewer might think there was nothing wrong with Jack, Jack knew there was nothing wrong with Jack. He was proud of his vocabulary but expressed concern over what he felt was a gradual loss of his former facility in speaking.

His responses on the Thurstone suggested that Jack was very stable emotionally. However, some of these responses were inconsistent with what he said and did. For example, he stated that he had to learn to keep his head when things went wrong and that he was sometimes nervous. Insofar as it gave evidence of Jack's emotional instability, the Guilford was probably closer than the Thurstone to the truth.

According to the Kuder, Jack was more interested in imaginary or glamorous activities than in practical problems and everyday affairs.

XI. KEITH

Keith obtained a Wechsler Full Scale IQ of 100. He was seventeen years and eight months old.

Sociometric Data

Ratings on the Ohio Scale suggested that Keith was rather unaccepting of his classmates and that they were even less accepting of him. Two thirds of the class stated that they did not know him. According to the CPI data he was one of the three most completely isolated subjects. He was not chosen by anyone in his classroom nor by anyone whom he chose from outside the classroom in Edmonton.

Appearance

Keith was five feet eight inches tall and of medium weight. He had a huge shock of dark wavy hair and wore glasses. His complexion was a bit darker than average, and some of his front teeth were partially decayed and dirty. His clothes seemed suitable enough, but he had a rather untidy look about him and seemed to take little pride in his appearance. He had a tired, listless, and despondent aspect.

Background

Keith's father was eighty-two years old. In his younger days he was a cattle buyer and shipper in England. After coming to Canada he did a number of things, but the majority of his time was spent on a farm where he made most of his money by buying and repairing old cars

and iceboxes for resale. Keith's mother was forty-seven years old and had been deaf and dumb from birth. Keith had one brother and three sisters. His brother was fifteen, and his sisters were nineteen, sixteen, and twelve years old. The oldest sister lived with her girl friend. Keith asserted that he was an exception in that all the other children in the family had plenty of friends.

The family moved into their house on the outskirts of Edmonton when Keith was in grade three and when the house was nothing more than a basement. Whenever they managed to save a little money, they completed a little more of the house, but at the time of the study some of the house was still in the rough plaster stage. The family seemed to be a fairly happy group and they all got along quite well with each other. Keith was fond of his father who in turn thought highly of Keith. Keith claimed he was not too sure how well his mother liked him.

Keith repeated grade one but got high-average marks from then on until the Departmental Examinations in grade nine on which he received three below-average marks. Keith's average was only 42 per cent in grade ten and 49 per cent in grade eleven even though he was taking a technical course with very few academic subjects. Having only average ability limited him to some extent, but his teachers all agreed that the main difficulty was his lack of effort.

Keith said he did not have much to do with other students. He neither belonged to any school clubs nor participated in any school activity. He belonged to Cubs for one year in elementary school and

to Sea Scouts while in grades seven and eight. He also recalled attending a United Church for a short time.

During the week, Keith spent his evenings watching television and occasionally doing homework. He liked to spend his lunch hours looking at used cars. On weekends he went with his family to a lake or a farm. He rarely attended motion pictures. On the only two occasions he had taken girls out, the dates had been arranged by others. He sometimes went fishing with another boy or hunting with his father and uncle.

Keith delivered newspapers for four years and when sixteen years old he worked in an automotive-parts store during the school summer holiday. While in grade ten Keith worked as a night watchman eight hours a night, six nights a week. During grade eleven he periodically set pins in a bowling alley but had no steady job. Keith expressed a desire to finish grade twelve and then take a course in automotive mechanics. He thought he would like to live on a farm at first and later invest in a service station.

Personality

Several tests of intelligence indicated that Keith had average intelligence. On the Wechsler Keith's relatively low subtest score was in Information, possibly indicating a meagre early education or an intellectually unstimulating home environment.

As his responses on the Guilford indicated, Keith felt inferior and was shy, introverted, and quiet. He daydreamed and his feelings were easily hurt. He declared that he was best when he was alone and

that by never saying anything at all he would never say anything wrong. His greatest fear was that he might say something that he would later regret. He confessed that he felt that everyone was above him, that he was not the kind of person most people liked, that no girl would go out with him, that he was not good-looking, and that he needed more self-confidence.

His responses on the Kuder and Thurstone suggested that Keith was unsociable in that he was not comfortable with people and did not make friends easily. Keith told the interviewer that other students did not appeal to him and that he did not know what to say to them. One teacher recalled that on a day specially set aside for students to wear their best clothes, Keith was the only one in the classroom who came dressed as he usually was. The same teacher added that Keith did not seem to have adjusted to the group. Nevertheless, Keith declared that he would like to know how to become more popular.

His responses on the Kuder, Thurstone, and Guilford all showed that Keith was rather submissive. He claimed that he usually let others decide what to do because he was afraid they would not like whatever he had in mind, and that the best way to keep friends was to go along with what they wanted to do.

Keith was lethargic, inactive, and restrained and this was substantiated by his responses on the Thurstone and Guilford. He seemed tired all the time. He pointed out that his father considered one of Keith's light-hearted friends to be silly and was pleased that Keith was more dignified. His teachers observed that Keith was lazy,

lacked ambition, and was drained of energy. During the interviews he was very slow in thinking and in answering questions.

Other responses on the Thurstone and Guilford indicated that Keith was rather unstable emotionally. He seemed apathetic and despondent and noted that he felt depressed much of the time.

According to his responses on the Kuder and Thurstone, Keith was reflective and did a lot of thinking and speculating. On the Guilford, however, he obtained only an average score in this area.

His responses on the Guilford showed that Keith had quite a pronounced interest in masculine activities and vocations.

XII. LEONARD

Leonard obtained a Wechsler Full Scale IQ of 123. He was sixteen years and eight months old.

Sociometric Data

Ratings on the Ohio Scale showed that Leonard was reasonably accepting of his classmates but that they were rather unaccepting of him. About two fifths of his classmates stated that they did not know him. However, on the basis of the CPI data, he was the least isolated of the fourteen subjects. Leonard was chosen twice as a second choice by one boy in his room and was chosen once as a first choice and once as a second choice by a boy whom he chose from outside the classroom in Edmonton.

Appearance

Leonard was a thin boy of about five feet nine inches in height. He had short, dark, straight hair and wore glasses. He dressed neatly but not fashionably. He seemed self-conscious and his movements were slightly tense. He was serious and wore a perturbed look on his face.

Background

Leonard's family lived in a pleasant basement suite in one of a group of modern apartment buildings. His mother clerked in a store occasionally and was vivacious, open, pleasant, and cooperative. She was not a person who would keep secrets or exercise too much discretion. Leonard's father was a postal supervisor and seemed ill at ease, tense, suspicious, morose, and uncommunicative. He refused to comment on Leonard and told his wife she talked too much. Leonard had two sisters, one fourteen and the other ten years old. Both were attractive girls who did well in school. Leonard said he sometimes could not get along with his sisters and wished he had a room of his own. Nevertheless, he claimed that everyone in the family liked him and was proud of his membership in the Edmonton Schoolboys' Band. His father encouraged him and he liked his father but complained that both parents continually nagged him about studying harder. Leonard may have been somewhat overprotected because his parents watched carefully who he was with and where he went and took him everywhere they went.

Leonard had taken all his schooling in Edmonton and had usually received better than average marks. In grade ten his average was 63 per cent but he received a below-average mark in mathematics. In grade eleven he obtained an average of 59 per cent. Most teachers regarded him as a mild, quiet boy who did passable work, but his electricity teacher was lavish in his praise of Leonard's practical skill in that subject.

In grade ten Leonard joined the school Recreational Swimming Club and the Radio Club. He was elected secretary-treasurer of the latter. He was also a member of the Science Club in both grades ten and eleven.

Leonard belonged to a group in the Young Men's Christian Association for a short time in elementary school and spent six years in Cubs and Boy Scouts. He had been a member of the Edmonton School-boys' Band for five years and also played in the symphony orchestra of another high school. He was able to play the oboe, tuba, French horn, and trumpet. He had been an air cadet for two years and following his final examinations in grade eleven planned to work all summer as an instrument technician in the Air Force.

Leonard reported that in an average week he went to Air Cadets one evening, to band practice two evenings, and to a motion picture one evening. In addition he did one and a half hours of homework each evening. In the remaining time he worked at his radio and electricity hobby, watched television, and sometimes went for pleasure rides on his motorcycle. He confined his reading mainly to electronics magazines, rarely reading any fiction other than the occasional

war story.

During the Christmas holiday of his grade eleven year, Leonard obtained a job sorting mail in the post office for two weeks but did not like it. He intended to finish grade twelve and take electrical engineering in university.

Personality

Several tests of intelligence indicated that Leonard had bright normal to superior intelligence. Because of this his teachers assumed that with greater effort he could improve his marks. These teachers also noted that Leonard had the habit of leaving unfinished many of the tasks he began.

As his responses on the Guilford suggested, Leonard was very restrained. He rarely relaxed and acted naturally, and he spoke in a formal stilted manner as though anxious to create a good impression and preserve a facade. He confessed that he was afraid of failure and humiliation, worried about little things, and sometimes did things he later regretted and felt guilty about. His mother believed that he was far too serious, and two teachers remarked that he seemed worried all the time.

Other responses on the Guilford suggested that Leonard was subjective and sensitive. He stated that he was easily hurt. His mother contended that he took things at face value and had not learned to distinguish between what was said in fun and what was said in earnest. Leonard remarked that he felt he was different from other boys, saying that he became excited easily and that sometimes every-

thing he did seemed to go wrong. On the SRA his main problems seemed to center around himself, his future, his health, and life in general. He wanted to gain weight and get rid of pimples. He had a fairly high Basic Difficulty score on the SRA indicating the possibility of a rather serious personality problem.

Although Leonard claimed that he was not shy, the evidence, including his responses on the Guilford, seemed to suggest that he was shy. He admitted that he was ill at ease at social affairs and was best in his own environment. He also confessed that he got stage fright when he had anything to do before a group and that he was unable to think of suitable conversation at a social gathering.

At one point Leonard claimed he had so many friends that it was difficult to pick out the best. However, on the SRA he stated that he wanted people to like him better and wanted to feel important in his group.

As indicated on his Guilford profile, Leonard was comparatively mild and submissive. He said he needed to learn to be more forceful in demanding his rights.

Both the Thurstone and Kuder indicated that Leonard tended to be reflective. He reported during the interviews that he did an average amount of daydreaming.

Leonard declared that sports were a waste of time, and his score on the Vigorous Scale of the Thurstone suggested that he did not enjoy physical activity requiring a lot of energy.

XIII. MARTIN

Martin obtained a Wechsler Full Scale IQ of 112. He was seventeen years and four months old.

Sociometric Data

Ratings on the Ohio Scale showed that Martin was very accepting of his classmates but that they were unaccepting of him. Nearly two fifths of his classmates rejected him. However, on the basis of the CPI data, he was less isolated than six other subjects. He was chosen twice as a second choice by one boy in his classroom but was not chosen by anyone whom he chose from outside the classroom in Edmonton.

Appearance

Martin was slim and five feet nine inches tall. He had straight dark hair and wore glasses. He was one of a group of boys who habitually wore black leather jackets and heavy black boots. He stuttered occasionally.

Background

Martin was born in Elk Point, Alberta. He and both his parents could speak Ukrainian. Martin's father was a farmer until Martin was nine years old. After farming, the family moved to the city and Martin's father worked at several jobs. Eventually he became a construction contractor in partnership with another man. Neither of Martin's parents had gone beyond grade eight in school.

Martin had four younger sisters, one fourteen, one twelve, one eleven, and one ten years old. Both parents wanted Martin to attend university and his father suggested that Martin should be able to win a scholarship. Martin claimed to be on amicable terms with all members of his family.

Martin took all but his first three years of school in Edmonton. His first teacher forced him to use his right hand although he was left-handed. In the elementary and junior high grades Martin always obtained above-average marks. In grade ten he secured a 68 per cent average and in grade eleven a 53 per cent average. He failed French in grade eleven and was given a below-average mark in mathematics. His teachers agreed that he was basically a good boy, but in one class he had made loud comments designed to amuse his classmates. He was argumentative and one teacher referred to him as a rough diamond because of his lack of diplomacy. He had been caught smoking in the washrooms three times.

In grade ten Martin joined the school Archery Club and participated in houseleague basketball. He did not take part in any school clubs in grade eleven.

In grade nine and ten Martin belonged to a rifle club. His hobby was photography but he did not spend much time at it. During the week he spent his evenings watching television and sometimes reading or doing homework. On weekends he attended motion pictures, played cards with a friend, and watched television. He attended Greek Orthodox Church services about once a month.

Martin delivered newspapers in grades seven to ten. In grade ten he secured a job as a clerk in a grocery store. He said he would like to become an optometrist. Previously he had hoped to become a lawyer but subsequently found that he could not argue in front of people. He also seriously considered mechanical engineering but his difficulties with mathematics made this ambition seem unrealistic. His mother hoped he would become a doctor.

Personality

Several tests of intelligence indicated that Martin had high average to bright normal intelligence. In view of this it seemed likely that Martin could have improved his achievement in French at least, but that success in university was unlikely. On the Wechsler his relatively low subtest scores were in Digit Span and Object Assembly which may have indicated anxiety and a weakness in recognition of patterns, respectively.

After completing two inventories and two interviews, Martin announced that he did not want to give any further cooperation and consequently less information was obtained about him than about most of the other subjects.

Martin tried to give the impression that he was self-assured and easy-going. However, many of his statements lacked assurance and conviction, giving the impression that he was trying to convince himself as well as the interviewer that they were true. Martin's anxiety and insecurity became evident in his haste and as he continually asked for confirmation of his answers while taking the

Wechsler. He was very uncomfortable on being invited to talk without being given specific questions. He wanted the interviewer's assurance that no information about him would be given to professors he might later encounter at university, and he did not want the interviewer to visit his home. He stated that he felt most comfortable when at home, that reading relaxed him, and that he relived his day at bedtime. His stuttering may have been further evidence of his insecurity.

Martin seemed to feel that he was in the limelight and had to put on a show for others. In the presence of fellow students he made loud hearty comments to advertise his manliness and assurance. He was impulsive and had an abrupt manner.

Martin assured the interviewer that he had completed all the grade one work before he started school and that one teacher had wanted to have him skip a grade. He boasted that he was often better than his father at thinking of solutions to practical problems. Nevertheless, his greatest worry was that he would fail his grade eleven courses. He wished he had studied more and that he could start grade eleven all over again.

Martin contended that he had always had friends and that other boys respected him and complimented him on his ability to walk up to anyone on the street and make friends. Later, however, he admitted that he could not argue in front of people, that he was shy at parties, that he felt left out, and that his greatest fear was of becoming friendless.

Martin maintained that he argued excessively but was so annoyed when others argued with him that he could not stop himself.

Teachers agreed that he was argumentative though not belligerent. Martin's responses on the Kuder suggested that he had a preference for personal relations involving conflict. However, he said he usually did what others wanted rather than attempt to persuade them to do what he wanted.

Martin's attitude toward girls was rather unusual. He maintained that it was too soon for him to be interested in the opposite sex. It seemed that he was socially immature in this respect.

XIV. NEVILLE

Neville obtained a Wechsler Full Scale IQ of 109. He was seventeen years and five months old.

Sociometric Data

Ratings on the Ohio Scale showed that Neville was very accepting of his classmates but that they were rather unaccepting of him. Nevertheless, according to the CPI data, Neville was less isolated than eleven other subjects. He was chosen once as a third choice by one boy in his classroom and was chosen once as a first choice and once as a second choice by one boy whom he chose from outside the classroom in Edmonton.

Appearance

Neville was six feet two inches in height and quite thin. He wore glasses and his dark brown hair was swept back. His complexion was slightly darker than average, and his clothes were neat

but not fashionable. He was pleasant, smiled often, and seemed reasonably relaxed in the way he moved.

Background

When Neville was an infant, his mother and father were divorced. His mother remarried when he was one and a half years old, but Neville was brought up by his grandparents whom he regarded as his actual parents until he discovered the truth in grade eight. His grandparents usually spoke Ukrainian because they could not speak English very well. Neville had a forty-year-old married sister who lived in Lavoy, Alberta. He lived in her home while he was in grade two but did not like her husband. Neville also had two married brothers, one twenty-six and the other twenty-three years old. Neville's grandfather was retired laborer who, Neville maintained, had quite a temper. Nevertheless, Neville was fond of his grandparents, brothers, and sister, and he thought each of them liked him.

Except for the year he stayed with his sister, Neville took all of his schooling in Edmonton. Throughout elementary school Neville obtained approximately a 70 per cent average in each grade. In junior high his marks dropped and in grade nine he secured an average of only 49 per cent. In grade ten he failed mathematics and received an average of 52 per cent. His average in grade eleven dropped to 49 per cent and he received below-average marks in four subjects. His teachers described Neville as pleasant but lazy. He behaved well in class but completed few assignments. His sixth-grade teacher stated that he was careless, mischievous, and unreliable.

In junior high he was strapped twice and was truant on two occasions.

In grade ten Neville belonged to the school Recreational Swimming Club and played houseleague basketball. In grade eleven he played houseleague football but joined no school clubs.

While in grades six and seven, Neville took accordian lessons and belonged to a swimming group at the Young Men's Christian Association. In grade seven he played soccer at school and began dancing lessons at the Ukrainian Community Center. During the evenings Neville helped get supper, did his homework, and read a newspaper or a book. On weekends he vacuumed the house, played golf with his brother, attended motion pictures with a boy friend, took his dog for a walk, read books, and listened to the radio. On two occasions he had escorted a girl to a dance.

During the summer after his grade nine year, Neville worked in a bakery and did odd jobs for a neighbor. Neville had not decided what kind of permanent work he would like to do. He hoped to finish grade twelve and subsequently take some kind of technical training.

Personality

Several tests of intelligence indicated that Neville had average to bright normal intelligence. If this were true, he should with increased effort have been able to improve his school achievement. His relatively low subtest scores on the Wechsler were in Digit Span and Picture Arrangement suggesting respectively, difficulties in attention or maintaining concentrated effort and a weakness in planning or anticipation.

Neville's responses on the Guilford and Thurstone suggested that he was impulsive. Neville believed that others thought he was happy-go-lucky. He concurred with this description and said he did not have a worry in the world. His teachers reported that he was pleasant, lazy, and easygoing.

Nevertheless, Neville's responses on the Guilford suggested that he was shy. He claimed he could not start a conversation and his teachers observed that he was a quiet boy. Neville contended that people seemed to talk to him just to keep him happy, not because they enjoyed it. As his responses on the Kuder and Guilford indicated, he was submissive, and he affirmed that he tended to follow more than lead.

His responses on the Guilford suggested that Neville was rather emotionally unstable. He reported that he did considerable day-dreaming in class and at home and was unable to concentrate on his studies. At times he felt unhappy without any reason. Neville claimed that he felt below normal because everyone but he had made vocational plans for the future. He recalled that he had once been observed walking in his sleep by his brother.

On the SRA Neville seemed to have a relatively large number of problems related to his marks in school, his future vocation, his personality, his relationships with others, and his physique. His fairly high Basic Difficulty score on the SRA may have been indicative of a serious personality problem.

According to his responses on the Guilford, Neville tended to

be subjective and hypersensitive. During the interviews he revealed that he was sensitive about his nationality, his name, his ill-fitting clothes, and his skinny appearance.

His responses on the Kuder suggested that Neville was more interested in imaginary and glamorous activities than in practical problems and everyday affairs.

On the Guilford Neville's responses seemed to show that he had a fairly large number of feminine personality characteristics. The fact that he helped with the cleaning and cooking at home may have relevance in this connection, and his intense aversion to anyone who was aggressive or domineering might be considered a more feminine than masculine characteristic.

CHAPTER V

INTERPRETATION AND UNIQUE CHARACTERISTICS OF EACH CASE

In Chapter IV the case study material was presented as objectively as possible with no analysis or interpretation. An analysis and interpretation of the data will be presented in this chapter and in the one following. In this chapter the emphasis will be on the subjects as individuals and on how each differs from the other subjects. In Chapter VI group characteristics will be considered.

I. INTERPRETATION OF INDIVIDUAL CASES

Anyone attempting to enumerate the differences between two or more individuals would likely be disheartened at the outset by the overwhelming number of such differences. Unless the factors to be compared had been limited or specified in some way, the task would be endless. In recognition of this problem, it was deemed expedient to limit the factors under consideration in this chapter to those which, in the light of theory and research, might be expected to have some relationship to social isolation. Thus, before attempting to identify unique factors, the case study material was examined to determine which characteristics of each subject might have contributed to his isolation and which background factors seemed significantly instrumental in the development of his personality. The results of this examination are given below for each of the fourteen subjects.

It should be noted that no claim is made pertaining to the degree of accuracy of any interpretation. All interpretations have been based on a limited amount of data, the amount being particularly meagre with regard to the subjects' backgrounds.

Alfred

Alfred would have enjoyed the company of a friend, but he rarely took the initiative in making social contacts. Had he shown a few positive qualities, others might have made friendly overtures to him. However, positive qualities seemed lacking: Alfred was shy, restrained, withdrawn, unresponsive, listless, and apathetic.

While Alfred's father withdrew from the world by burying himself in books, Alfred's mother confined her interests to the house and garden. Alfred was rarely, if ever, encouraged by his father to develop socially. Rather, he was on many occasions criticized by his father for spending time with frivolous companions. His father's censorious remarks were undoubtedly instrumental in producing Alfred's feelings of inadequacy. As Alfred's father was short-tempered, conversation in the home was inhibited by a tense and non-permissive atmosphere. To obtain parental approval in this somewhat anti-social home environment, Alfred probably learned to be as inconspicuous as possible, and this may explain his withdrawing tendencies.

Bruce

Bruce was accepting of others, had sufficient initiative to make some social contacts, and did engage in social activities with

friends. Nevertheless, he said he frequently felt lonely. He showed little interest in the school's extracurricular activities and spent most of his spare time reading at home. Some social immaturity was evident in his impulsiveness, his lack of social sensitivity, and his lack of poise and sophistication. These characteristics, along with his shyness and feelings of inadequacy, seemed to help explain Bruce's relative social isolation.

The fact that Bruce was a year older than his classmates and that he was away from school for a year working with older people, probably accounted for his not having the usual interests of a high school student. Because he was the youngest child and in his high school years the only child in the home, and because he was raised by his mother and grandparents without a father, Bruce received a lot of attention and indulgence which appeared to have retarded his social development in some respects. His feelings of inadequacy may have been partially due to his mother's meagre means and to their living in the basement suite of a dilapidated house.

Conrad

Conrad was accepting of others but did not seem to require close or intensive friendships. He maintained that he had been satisfied with his social relationships and was surprised to find that he was not chosen more frequently. His social isolation may have been accounted for in part by his lack of leisure time and consequent lack of opportunity to make friends with other students. Besides spending considerable time on his studies, he worked at

part-time jobs every school night and all day Saturday and Sunday.

Conrad's social isolation may have been partially attributable to his being somewhat socially immature. This social immaturity may have been due in part to slow physical maturation and in part to his having spent much of his early school life in areas where all the other students were younger than he.

Dick

Dick was undoubtedly isolated because he was disdainful of others, intolerant, hostile, suspicious, and argumentative. He was tense, quibbled over details, and was arrogant at times.

Dick had very strong needs for recognition and status and was fearful of being regarded as inferior. His sensitivity in this area may have arisen in some measure from the low socioeconomic status of his family. His father was a market gardener and they lived in an old drab house which appeared to be smaller and more neglected than other modest houses in the district. Because of the very limited prestige attached to his father's occupation, Dick felt obliged many times to justify to himself and others both his father's importance and his own importance. In an effort to preserve his self-esteem, he reacted defensively by avoiding situations in which he could not excel, and by becoming extremely critical of his acquaintances, seizing upon examples of his superiority over them to gloat and sneer.

Ernest

Insofar as Ernest was socially isolated, the explanation probably lay in the fact that he was strongly self-assertive, dominant, tactless, impulsive, and critical of others. He monopolized conversation, was boastful, and was high strung.

Ernest seemed to be struggling to preserve and enhance his self-esteem, perhaps because he was painfully aware of his family's low socioeconomic status. Having parents who were recent immigrants and who were experiencing some difficulty in speaking English, and having a father who was a janitor, were sources of embarrassment to Ernest. Even during his early years in Holland, he had been acutely conscious of belonging to the lower class. Ernest felt he was being ostracized by some students, and, to add to his troubles, he was having considerable difficulty in most school subjects. In attempting to solve his problems, he sought recognition and respect by striving for positions of authority and by asserting himself. He looked forward to rising to the position of regional supervisor of a chain store, thereby satisfying his hunger for prestige and financial success.

Frank

To some extent Frank's social isolation appeared to be a situation of his own choosing. He was somewhat seclusive and unsociable and regarded his classmates as being less mature than he. Although he was not shy, he daydreamed and was rather reflective, moody, and listless.

Frank idolized his father to the point where he believed his father to be incapable of error. In contrast to this, Frank felt his own life had been a long series of failures. His perfectionistic father was apparently never thoroughly enthusiastic about Frank's efforts. Frank seemed to have accepted his father's high standards, but felt unable to meet them. As a result he seemed to feel that striving for success was pointless and became listlessly inactive. He avoided competitive activities because of his inability to accept defeat and instead occupied himself with reading and reflection. Having accepted his father's standards, he felt guilty when participating in any frivolous social activity and became critical of frivolity in others as well. Needless to say, this state of mind did not increase his popularity.

George

George's isolation seemed partly attributable to his being shy and self-conscious. He admitted feeling tense, restrained, and inept in social situations. Another factor apparently contributing to his social isolation was his lack of interest in the popular adolescent diversions and topics of conversation. Very superior intelligence and an intense interest in art, together with tendencies to be reflective, serious, and philosophical, are characteristics which set George apart and helped to explain his inability to derive much satisfaction from association with the majority of his classmates.

George's father was rather inflexible and domineering with George, rarely allowing him to develop independence through setting

his own goals and being left to his own devices. His father often refused to see any merit in George's ideas if he considered them at all. Because of this restriction and domination by his father, George had little opportunity to build up self-confidence through satisfying social and personal experiences. This may have partly explained his shyness, social ineptitude, and withdrawal. George was often upset by the constant quarreling of his parents, and this may have accounted in part for his tenseness and restraint. George felt that his lack of confidence was partly attributable to his being slightly overweight.

Hugh

Hugh was socially immature and spent considerable time with junior high school students. He lacked insight into himself, was impulsive, talked continuously and rapidly, and was high strung. These characteristics probably accounted in part for his not being socially accepted.

Hugh's being a year young for his grade partially explained his social immaturity. In addition, comments from his mother suggested Hugh may have been overprotected in his early years. At the time of the study, however, his parents were trying to taunt him into becoming more mature and ridiculed his inability to meet their expectations. Their inconsistent behavior in this regard probably explained Hugh's insecurity and may have accounted for his being high strung.

Ian

Ian's social isolation seemed attributable to his being hostile, antagonistic, fiercely competitive, and very tense. He was often tactless and ill-mannered, and at times was arrogant.

Tension and violence between Ian's parents burdened him with a constant source of frustration, and he expressed his frustration in the form of hostility and antagonism. In addition, it seems reasonable to assume that Ian was at least slightly embittered by the considerable disparity between the meagre resources of his own family and the more comfortable circumstances of other students' families.

Though his home background gave him scant cause to rejoice, he was endowed with superior intelligence. Hence, it is not surprising that he appeared to have compensated for his intolerable home life by achieving satisfaction through success in school work. His fierce competitiveness is understandable in view of the important role played by school achievement in his life.

Jack

Jack was probably socially isolated because he was restrained, unsure of himself, shy, quiet, and occasionally listless. In apparent contradiction to this description, he sometimes had a disdainfully superior air and spoke in a stilted or affected manner.

Jack's superior air seemed to be a weapon used to combat feelings of insecurity. It appeared to be an attempt to convince himself and others that he was important. The instability in Jack's home life was very likely a factor in the development of his insecurity, and

his lack of self-confidence was at least partially ascribable to his immature father's lack of moral support. Jack was neither encouraged with praise nor entrusted with responsibility in the home of his second stepmother. Far from receiving the admiration and respect of his parents, he was often the object of their criticism. After being relatively independent and self-reliant for several years, he resented the oppressive supervision of his stepmother as unjustly implying that he was irresponsible.

It may have been because he got so little recognition and status at home that his need for it became so strong. At any rate, he wanted to impress people and become a leader. As a means of satisfying his need, he aspired to a position of authority in the Canadian Army. He felt the Army had the additional advantage of being, in contrast to his parents, consistent and impersonal in meting out punishment and rewards.

Keith

Keith was probably isolated because he was restrained, lethargic, depressed, listless, introverted, and sorely lacking in self-respect and self-confidence. In addition, he was seclusive and not at all sure that he liked to be with people.

Keith's shyness may have been partly traceable to his limited social experience as a very young child. Since he spent many years on a farm, he grew used to having only his father's company. After moving to the city, he was shy with other children and maintained his close relationship with his father.

Because his mother was deaf and dumb, much of the communication in the home was through sign language which may have helped to account for Keith's being restrained and quiet. His lethargy and introversion may have been partly due to his having an elderly father who frowned on frivolity and encouraged restraint. Keith felt inferior because of his unattractive appearance, his scanty wardrobe, his inadequate social skills, and his poor school achievement. Since he seemed unable to excel in any sphere, it is not surprising that he lacked self-respect and was often depressed.

Leonard

Leonard was serious, tense, restrained, and painfully sensitive. These characteristics, along with his stilted manner of speaking, probably accounted for his relative social isolation.

Some of Leonard's restraint and tension may have been attributable to inconsistent treatment by his parents. While his mother urged him to be independent and pushed him into social situations, his father tended to be overprotective. Leonard shared with his father a humorlessness and lack of poise in social activities, suggesting that in some way Leonard had learned these characteristics from his father.

Fear of losing the respect of others may have given rise to some of Leonard's anxiety and tension. He had early gained the impression that he possessed exceptional academic capabilities but was encountering in high school such difficulties with the curriculum that maintenance of his original self-concept became increasingly

difficult. A constant need to defend himself against anything that threatened to expose his weaknesses may have explained his inability to relax.

Martin

Martin was probably isolated because he was argumentative, undiplomatic, tactless, tense, and somewhat socially immature. He adopted a facade of assurance and antagonized people with his cocksure air.

During the nine years he lived on a farm, Martin undoubtedly had less opportunity to obtain social experience than if he had lived in a city. This initial handicap may in some measure explain his later social improficiency.

Martin may have been tense and argumentative because he felt threatened. Since he was the oldest child and only boy in the family, his father expected great things from him, and Martin felt he must distinguish himself. However, not being unusually bright, he began to find school work difficult and became defensive. His air of bravado appeared to be an attempt to preserve his concept of himself as a person who could handle anything. He felt he must excel and had a strong need for recognition.

Neville

Neville was probably isolated because he was socially immature, submissive, and fairly unresponsive. He lacked energy and enthusiasm, and was relatively withdrawn.

Fear of his grandfather's temper may have contributed to Neville's submissiveness and withdrawing tendencies. Also tending to foster these characteristics, along with his lack of energy and enthusiasm, were Neville's feelings of inferiority and inadequacy. He was embarrassed by and ashamed of his nationality, his unusual names, and his lanky frame. As Neville was the youngest child in the family, he shouldered few responsibilities and was somewhat over-protected. Lack of opportunity to assume responsibility probably curtailed the development of his self-respect and also may have accounted in part for his social immaturity.

II. DIVERSITY IN SOCIOMETRIC STATUS AND IN OTHER SOCIAL CHARACTERISTICS

Identification of the social isolates chosen for this study was based entirely on data obtained from the use of the Companion Preference Inventory. Though the degree and nature of social isolation differed from subject to subject, all were below the fifteenth percentile of social acceptance as far as the CPI results were concerned. However, when sociometric status was measured by the Ohio Scale, a much greater variation appeared. The subjects ranged in acceptance by their classmates from the first to the sixtieth percentile. In view of the Ohio Scale results, there is some justification for questioning whether or not Frank and Ernest could really be classed as social isolates.

In addition, variation was present both in the awareness subjects had of their isolation and in their feelings about their isolation.

Some confessed to a desire for more or better friends, while others expressed satisfaction with the existing situation. Some were painfully conscious of being socially isolated, while one insisted that he was very popular.

Considerable variation was also evident in the degree of acceptance the subjects accorded their classmates, some being highly accepting and others very unaccepting of their classmates.

III. UNIQUENESS OF EACH SUBJECT

The fourteen cases were compared with each other to determine whether the factor or factors which appeared to contribute to social isolation were unique in each case or common to several cases. As long as in the case of each boy the relevant factors were considered as an interrelated group, there seemed to be little doubt that each case was unique. In no instance was the group of relevant factors in one case identical to that in any other. On the other hand, when each factor was considered individually, several were found which appeared to play a role in the social isolation of several subjects rather than in the case of only one. These factors will receive attention later.

In the meantime, it must be noted that there were a small number of factors, each of which appeared to have greater significance in the case of one particular subject than in the case of any other. For example, Alfred was extremely diffident, Bruce had little interest in the school's extracurricular activities, Conrad had very

little leisure time, Dick was mistrustful of others, Ernest was self-assertive, George was exceptionally bright, Hugh was socially immature, Ian was violently emotional, Leonard was humorless, and Martin antagonized others with his cocksure air.

It would probably be possible to add to the above list of unique factors, but with little profit, since in a larger group of isolates, these factors might not be unique at all. It should also be noted that just because a factor seemed to be unique in one case it was not necessarily the most significant factor in that case.

In the light of the above discussion, two observations seem justified. First, although in some cases one subject appeared to be the only subject affected by a certain factor, there were usually other factors in his case which were common to other cases as well. In no instance did every one of the factors contributing to a subject's isolation appear to be operating in his case exclusively.

Second, although the factors were not usually unique separately, in combination they did make each case different from the rest. In this respect, then, it is possible to say that each case was unique.

CHAPTER VI

CHARACTERISTICS OF THE SUBJECTS AS A GROUP AND SUMMARY

In the paragraphs that follow, the isolates will be compared with respect to their scores on standardized tests, with respect to various easily observed aspects of their personality and environment, and with respect to their feelings. The implications of the data will be discussed and the results of the study summarized.

I. STANDARDIZED TESTS

The results of tests administered to the isolates are recorded in tables and figures which appear in Appendix E.

While it is recognized that no two isolates are likely to possess the same characteristic to the same degree, it is possible that the homogeneity with respect to a particular trait may be greater in a group of isolates than in other unselected groups. With this in mind, the percentile ranks of the lowest-scoring and highest-scoring isolates were compared on each trait measured by the standardized tests administered. The percentile ranks of the second-lowest-scoring and second-highest-scoring isolates were also compared on each trait. (See Table II) The group seemed heterogeneous with respect to most traits, but seemed relatively homogeneous with respect to a few.

According to the Guilford results, the isolates seemed to be relatively submissive with the possible exception of Jack. On the same test they seemed, with the exception of Hugh, to be relatively

TABLE II

PERCENTILE RANKS OF THE LOWEST, HIGHEST, SECOND-LOWEST,
AND SECOND-HIGHEST-SCORING ISOLATES ON THE
SCALES OF FOUR STANDARDIZED TESTS

Test and Trait	Lowest Rank	Highest Rank	Second Lowest Rank	Second Highest Rank	Investigator's Judgement on the Homogeneity of Isolates With Respect to Each Trait
<u>Guilford</u>					
General					
Activity	1	79	2	73	heterogeneous
Restraint	3	91	5	70	heterogeneous
Ascendance	2	50	2	30	homogeneous
Sociability	1	64	2	28	homogeneous
Emotional					
Stability	1	70	2	70	heterogeneous
Objectivity	2	50	3	50	homogeneous
Friendliness	0	64	21	64	heterogeneous
Thoughtfulness	25	94	30	85	heterogeneous
Personal					
Relations	1	97	19	94	heterogeneous
Masculinity	14	91	17	72	heterogeneous
<u>Thurstone</u>					
Active	2	100	3	75	heterogeneous
Vigorous	1	97	4	86	heterogeneous
Impulsive	2	93	4	79	heterogeneous
Dominant	0	82	2	67	heterogeneous
Stable	1	90	16	76	heterogeneous
Sociable	1	89	2	65	heterogeneous
Reflective	48	99	58	99	homogeneous
<u>Kuder</u>					
Sociable	2	97	19	85	heterogeneous
Practical	2	76	7	73	heterogeneous
Theoretical	13	99	25	97	heterogeneous
Agreeable	5	84	5	77	heterogeneous
Dominant	5	97	7	86	heterogeneous
<u>SRA</u>					
School	5	96	12	80	heterogeneous
Future	3	80	12	78	heterogeneous
Personal	46	99	51	92	homogeneous
Social	28	99	46	88	homogeneous
Family	16	99	16	94	heterogeneous
Heterosexual	8	88	8	88	heterogeneous
Health	63	98	63	97	homogeneous
General	13	96	28	95	heterogeneous
Basic					
Difficulty	57	99	57	94	homogeneous

unsociable or shy. Finally on this test, the isolates seemed rather subjective with the possible exceptions of Hugh and Jack.

On the Thurstone the isolates seemed, with the exception of Hugh, to be relatively reflective.

On the SRA the isolates seemed to have a large number of personal problems, with the exceptions of Conrad and Jack; a fairly large number of social problems, with the exceptions of Hugh and Frank; and a considerable number of health problems. All isolates scored above the fiftieth percentile on the Basic Difficulty Scale of this test, suggesting the possibility of serious personality difficulties.

II. ENVIRONMENT AND BACKGROUND

Each isolate was considered with respect to a number of relatively objectively observable characteristics which appear in Table III. Probably the main points deserving attention are that eleven of the fourteen boys had had poor school achievement in relation to their ability, and that eight had failed at least one subject taken in grade eleven. Seven of the fourteen isolates did not belong to any organized group of teen-age children either in or out of school, and six were members of one or another ethnic minority.

III. FEELINGS

An attempt was made to determine the presence or absence in each isolate of the feelings which are listed in Table IV. No attempt was made to assess the exact extent or strength of these feelings.

TABLE III

CHARACTERISTICS OF THE FOURTEEN SOCIALLY ISOLATED BOYS AND
THEIR ENVIRONMENTS *

	Alfred	Bruce	Conrad	Dick	Ernest	Frank	George	Hugh	Ian	Jack	Keith	Leonard	Martin	Neville	Total Number Checked
Expressed dissatisfaction with home	x				x	x			x	x					4
Family of low economic status		x	x	x	x				x	x					5
Responsibilities inhibited social activity			x												1
Home over two miles from school	x			x		x			x	x			x		5
Expressed hostility			x			x	x		x	x			x		5
Belonged to no organized peer group	x	x				x	x			x	x	x	x	x	7
Clothing noticeably different from that of others his age															0
Poor personal hygiene											x				1
Deformities or sensory defects (except poor eyesight)															0
Poor health or disability															0
Lacked average physical skill			x	x			x			x			x		5
Member of ethnic minority			x		x				x	x			x	x	6
Failed a grade in school				x	x						x				3
Skipped a grade in school															0
Failed at least one subject in grade eleven	x				x	x	x	x		x	x	x	x	x	8
Poor achievement in relation to ability	x				x	x	x	x		x	x	x	x	x	9
Number of children in the family	2	2	3	1	2	4	5	2	4	4	5	3	5	4	
Number of brothers	0	1	0	0	0	1	4	1	0	1	1	0	0	2	
Number of sisters	1	0	2	0	1	2	0	0	3	2	3	2	4	1	
Ordinal position in the family	1	2	1	1	2	1	4	1	4	1	2	1	1	4	

*An x indicates that the description applied to the boy concerned.

If an isolate voiced a feeling, or if his behavior obviously indicated the presence of a feeling, that feeling was checked off beside his name. It is, of course, possible that feelings were mistakenly attributed to some boys, or that the strength of the feeling in a boy did not really justify checking off that boy's name. On the other hand, a blank space beside a boy's name does not necessarily mean that the feeling was absent in that boy: it may be that it was not recognized by the interviewer or that sufficient evidence of it was lacking.

At least thirteen of the fourteen isolates seemed to feel insecure, and at least twelve lacked confidence either generally or in a particular area. Eleven boys felt inferior, and eleven felt some degree of loneliness and wanted friends. At least nine boys were anxious, and another nine were shy. Nine were dissatisfied with their achievement, and eight were dissatisfied with their social skills, such as their ability to converse or dance. Eight isolates admitted they were often unhappy. Other feelings were probably significant in individual cases but seemed of lesser importance as far as the group was concerned.

IV. DISCUSSION OF GROUP CHARACTERISTICS

In this study, information from standardized tests suggested that, to some extent, most of the socially isolated high school boys used as subjects possessed the following characteristics: reflectiveness, submissiveness, subjectivity, unsociableness or shyness,

TABLE IV
SOME FEELINGS OF THE FOURTEEN SOCIALLY ISOLATED BOYS*

	Alfred	Bruce	Conrad	Dick	Ernest	Frank	George	Hugh	Ian	Jack	Keith	Leonard	Martin	Neville	Total Number Checked
Felt insecure	x		x	x	x	x	x	x	x	x	x	x	x	x	13
Lacked confidence	x	x	x	x	x	x	x		x	x	x	x	x	x	12
Felt inferior	x	x		x	x	x	x		x	x	x	x	x	x	11
Felt lonely	x	x	x	x	x	x	x		x	x	x	x	x	x	11
Felt anxious			x	x	x		x	x	x	x	x	x	x		9
Felt shy	x	x	x			x	x		x	x	x	x	x		9
Felt dissatisfied with															
his achievement	x				x	x	x	x		x	x	x	x	x	9
his social skills	x		x	x		x	x			x	x		x	x	8
his appearance	x	x	x	x		x	x			x		x		x	7
his personality	x				x	x	x				x				5
his material possessions	x			x	x						x				4
his athletic ability		x		x	x								x		3
the economic status of			x	x											
his family		x		x	x										3
his ethnic origin	x				x									x	2
his mental ability	x					x									2
Often felt unhappy	x	x		x	x	x	x		x	x					8
Often felt moody	x	x			x	x	x		x	x					5
Often felt angry	x		x		x	x			x						4
Felt frustrated easily	x			x		x	x								3
Felt dejected or hopeless	x				x	x					x				3
Disliked school	x				x		x								3
Felt boys did not accept him	x				x	x					x				4
Felt girls did not accept him				x	x						x				3
Felt one or other parent did															
not accept him	x					x									2
Felt others mistreated him					x						x				2
Lacked a well defined self-concept	x							x							2

*An x indicates that the description applied to the boy concerned.

and the possession of personal, social, and health problems. In addition, evidence obtained through observation of the subjects seemed to suggest that the majority were characterized by feelings of insecurity, feelings of inferiority, lack of self-confidence, anxiety, and loneliness. A comparison of IQ's and report card marks revealed that a large proportion of the subjects seemed to have been underachieving.

No experimental evidence was obtained in this study which would justify any conclusions regarding the degree of relationship between social isolation and the above characteristics. Nevertheless, an obligation was felt to consider the possibility of such relationships and to offer opinions regarding their relevance in the cases of the subjects in this study.

Insecurity. An examination of the group characteristics enumerated above led to the observation that a feeling of insecurity might be a basic factor underlying many of them. Anxiety, lack of self-confidence, feelings of inferiority, and shyness are probably all evidence of insecurity. In addition, reflectiveness, to the extent that it denotes a lack of courage to perform overt acts, could be a symptom of insecurity. An insecure person would tend to be more or less preoccupied with himself and his situation, which suggests that subjectivity might be yet another sign of insecurity. Even behavior common to only a few of the socially isolated boys, such as hostility and aggression, could be the result of feelings of insecurity, since people who feel threatened often react in this

extreme fashion.

Hence, one observation suggested by this study is that socially isolated high school boys may be relatively insecure. It is not difficult to imagine why this might be so. When a person feels insecure, he is on the defensive. He may feel so threatened that he withdraws and makes no social contribution at all, or he may make a negative contribution by becoming hostile and belligerent. His attention is likely to be focused on his own problems, resulting in a decreased ability and inclination to attend to the psychological needs of people around him. An insecure person, more than others, may need and expect reassurance and support from his social relationships. As a result, acquaintances who are aware of the insecure person's emotional dependence on them may find this dependence too much of a drain on their own energies while it offers little in the way of compensation. At this point it should be emphasized that, strictly speaking, a person would probably become socially isolated, not through having insecurity feelings as such, but as a result of behavior caused by his insecurity feelings.

In view of these considerations, it does not seem unreasonable to suspect that a feeling of insecurity may contribute significantly to the development of social isolation. However, nothing stated above should be interpreted to mean that a feeling of insecurity is always present in every case of social isolation. Neither should it be assumed that, when present, a feeling of insecurity is sufficient cause in and of itself to account completely for the social isolation of any particular individual.

Opportunity. In two or three cases studied, it seemed that other factors might be at least as important as insecurity feelings in accounting for social isolation. Conrad, for example, had virtually no leisure time to spend in cultivating friendships, and George experienced difficulty in his attempts to find persons who shared his unique interests. In a sense both boys lacked opportunities to make friends.

Before a friendship can develop, two people must be able to devote some time to each other, and the opportunity for friendship increases in proportion to the time available. It is probably also true that, in general, similarities facilitate while differences impede the development of friendships. For example, in an average group of people, a genius or an idiot would have less chance than a person of normal intelligence to develop satisfying social relationships. In a group of adults, a solitary ten-year-old boy would likely be less successful than any of the adults in forming a friendship. In a very real sense, the genius, the idiot, and the ten-year-old boy all lack opportunities to make friends. As a general rule, one would expect that the greater the differences in age, ability, background, talents, and interests between an individual and other people in his environment, the less the chances of that individual developing satisfying friendships.

Desire. Though all subjects were apparently socially isolated, some expressed satisfaction with their existing social relationships while others were anxious to acquire more friends. Hence, it seems

reasonable to conclude that persons may differ in their social needs or desires. If an individual is content with the nature and quality of his friends or lack of friends, he will be unlikely to make strenuous efforts to secure new friends.

Final statement. In summarizing the observations made in the last few paragraphs, it may be said that the results of this study led to the speculation that the socially isolated condition of the subjects may have been associated with one or more of the following factors: the possession of relatively strong feelings of insecurity, lack of reasonable opportunity to find and spend time with persons similar to themselves, relatively little desire for friendship. It is possible that all three of these factors could have been operating simultaneously in the case of any single subject. There may, in fact, have been some interdependent relationship among each of these factors. Of course, whether or not these factors are actually associated with social isolation will be revealed only by the more precise work of future experimental studies.

V. SUMMARY AND QUALIFICATION OF RESULTS

The characteristics of the fourteen socially isolated boys in this study were compared to determine which characteristics were unique and which were common to a majority of the subjects. The analysis of the data suggested that the subjects varied considerably in their backgrounds and in their characteristic behavior. In no

instance did all the factors operating in one case appear to be completely identical to those operating in any other case. It is true that often a particular factor seemed to be relevant in several cases, but when all factors in each case were viewed as a group, this group of factors differed in composition from case to case.

There were some characteristics which appeared to be common to a majority of the subjects. These included submissiveness, subjectivity, reflectiveness, unsociableness or shyness, and the possession of personal, social, and health problems. In addition, most of the subjects were underachieving in school. However, the similarities in characteristic behavior were not as remarkable as the similarities in feelings and needs which motivated this behavior. Feelings of inadequacy, feelings of inferiority, and anxiety were mentioned frequently by the subjects. Needs for status, acceptance, and belonging were very much in evidence. The observation that most subjects suffered from rather strong feelings of insecurity was inescapable. In seeking explanations for apparent exceptions to this general rule, it appeared that all subjects did not have equal opportunities to find and spend time with persons similar to themselves, that some had less desire for social relationships than others, and that some may not in fact have been socially isolated at all.

Many characteristics which appeared to be correlates of social isolation in previous studies did not seem to be characteristics of the social isolates in this study. On the other hand, practically all the observations made in this study were made and reported on, in one

form or another, in some previous study. However, none of the studies mentioned in Chapter II dealt specifically with a group of senior high school boys, and none seemed to attach any great degree of significance to feelings of insecurity, so that in these respects the findings of this study appear to be unique.

It is hoped that the descriptions of social isolates contained in this study will be of value to teachers and counselors in their attempts to understand and aid socially isolated students. It is also hoped that the observations made in this study have been sufficiently intriguing to impel some future investigator to base hypotheses on them.

Factors Affecting the Results of this Study

In evaluating the results of this study several factors should be taken into consideration. First, the subjects were all told at the outset that they were socially isolated and informed of the purpose of the study. This may have influenced their scores on the standardized tests and their reactions and answers during the interviews.

Second, some isolates may have been in the process of becoming more socially acceptable while others were becoming less acceptable. Certainly they were not all isolated to the same degree. Hence, it seems reasonable that any factors associated with social isolation may also have been in a state of flux and have been present to a greater degree in some isolates than in others.

Third, it should be recognized that some isolates understood themselves better than others. Those with a poorly defined self-

concept may have inadequately or inaccurately reported their feelings on tests and during interviews. Obviously, this would affect the results of the study.

Fourth, unfortunately, the Index of Adjustment and Values seemed to have been misunderstood in the case of at least one subject, and hence the results from this test were suspect and given little weight.

Fifth, the subjective observations of the interviewer, being dependent on his skill in obtaining and interpreting information, were subject to error.

Finally, this was not an experimental study, and hence the factors mentioned are not proven correlates of social isolation. They are simply characteristics which seemed to be present in the cases of a majority of the subjects in this study and which may or may not have set these subjects apart from their non-isolated fellow students.

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APPENDIXES

APPENDIX A

COMPANION PREFERENCE INVENTORY

Name (Print) _____ Age _____ yrs. _____ mos. Check M ___ or F ___

Grade _____ Room _____ School _____

 Number of periods you spend a week with the students in this class as a group (e.g. 5 of math + 5 of science = 10) Total number of periods you spend in school each week Number of months you have attended V.C.H.S. (Gr. 10 = 10 months + Gr. 11 = 8 months, giving a total of 18 months)

You are requested below to list IN ORDER OF PREFERENCE the three persons you would like best as companions in various situations. First, in the left-hand column, you must make all your choices from among the members of your classroom. Next, however, in the right-hand column, you may choose anyone in Edmonton. In this second column, after each name, give the school attended and grade of each of your choices. If they do not attend a school, give their approximate age and occupation. Your choices may, if you desire, be the same in the right-hand column as in the left. You may choose both boys and girls, and you may choose the same companions in each situation given, if you wish. Remember to list your choices in order of preference.

FROM THIS CLASSROOM ONLYANYONE IN EDMONTON

<u>First and last name</u>	<u>First and</u> <u>Last name</u>	<u>School or</u> <u>Occupation</u>	<u>Grade</u> <u>or Age</u>
----------------------------	--------------------------------------	---------------------------------------	-------------------------------

A Which three persons would you like best to have sitting next to you in class?

1 _____	1 _____	_____	_____
2 _____	2 _____	_____	_____
3 _____	3 _____	_____	_____

B With which three persons would you like best to watch a spectator sport?

1 _____	1 _____	_____	_____
2 _____	2 _____	_____	_____
3 _____	3 _____	_____	_____

C Which three persons would you like best to have over to your house for a visit?

1 _____	1 _____	_____	_____
2 _____	2 _____	_____	_____
3 _____	3 _____	_____	_____

Please check to see that you have filled every blank space. Even if your best friends are not in this room, you must prefer some of your classmates to others.

APPENDIX B

DETERMINING THE INDEX OF SOCIAL STATUS

In the formula below, the sum of the weighted choices received by a boy is compared with the average sum received by the boys in his class. Thus, if the weighted choices received by all boys totals five hundred and ten, and there are thirty boys in the class, the average choice receipts per boy is seventeen. Each boy is then compared with this class average for males.

$$\text{ISS} = \frac{\sum_{w=1}^3 wf_w}{\sum_{w=1}^3 wF_w}$$

where f_w = frequency of choices, of a given ordinal value, received by the individual boy,
 F_w = frequency of choices, of a given ordinal value, received by all the boys in the class,
 w = weight of choices of a given ordinal value, and
 N = number of boys in the class.

Illustrative calculations of Indices of Social Status, (ISS), are shown below.

Name	Choices Received (First=1)	w	f_w	wf_w	$\sum_{w=1}^3 wf_w$	$\sum_{w=1}^3 wF_w$	N	ISS
John A.	1,1	3	2	6				
	2,2,2,2,2	2	5	10				
	3	1	1	1	17	510	30	
Kirk C.		3	0	0				
	2	2	1	2				
	3,3	1	2	2	4	510	30	
Stan D.		3	0	0				
	2	2	1	2				
	3,3	1	2	2	4	27	3	
								$\frac{(4)(3)}{27} = .44$

APPENDIX C

REVISED OHIO SOCIAL ACCEPTANCE SCALE

CHOOSING FRIENDS

On a separate sheet you will find the name of every student in your class. Put a number on the line beside every name as indicated below.

#

If there are people in this room that you would like to have as your very best friends, place the number 1 beside their names. 1

Put the number 2 beside the names of persons you would like as good friends, but not as your very closest friends. 2

Put the number 3 beside the names of persons you get along with in work and play, and think are "all right" or "okay", but would not particularly care to have as good friends. 3

Put the number 4 beside the names of people you cannot rate because you do not know them well enough to be able to tell whether you would like them or not. 4

Put the number 5 beside the names of those persons you definitely would not care to have as friends. 5

#

Further directions: Start with the top of the class list and go down, making sure there is one number and only one number beside every name. When you come to your name, write the number that you think most of your classmates will give you, and then draw a circle around it.

APPENDIX D

SELF INSTRUCTIONS FOR IAV*

There is a need for each of us to know more about ourselves, but seldom do we have an opportunity to look at ourselves as we are or as we would like to be. On the following page is a list of terms that to a certain degree describe people. Take each term separately and apply it to yourself by completing the following sentence:

I AM A (AN) _____ PERSON.

The first word in the list is academic, so you would substitute this term in the above sentence. It would read--I am an academic person. Then decide HOW MUCH OF THE TIME this statement is like you, i.e., is typical or characteristic of you as an individual, and rate yourself on a scale from one to five according to the following key.

1. Seldom, is this like me.
2. Occasionally, this is like me.
3. About half the time, this is like me.
4. A good deal of the time, this is like me.
5. Most of the time, this is like me.

Select the number beside the phrase that tells how much of the time the statement is like you and insert it in column one on the next page.(I)

EXAMPLE: Beside the term academic, number two is inserted to indicate that--occasionally, I am an academic person.

Now go to column II. Use one of the statements given below to tell HOW YOU FEEL about yourself as described in column I.

1. I very much dislike being as I am in this respect.
2. I dislike being as I am in this respect.
3. I neither dislike nor like being as I am in this respect.
4. I like being as I am in this respect.
5. I like very much being as I am in this respect.

You will select the number beside the statement that tells how you feel about the way you are and insert the number in column II.

*Robert E. Bills, Edgar L. Vance, and Orison S. McLean, "An Index of Adjustment and Values," Journal of Consulting Psychology, 15:257-261, 1951.

EXAMPLE: In column II beside the term academic, number one is inserted to indicate that I dislike very much being as I am in respect to the term academic. Note that being as I am always refers to the way you described yourself in column I.

Finally, go to column III. Using the same term, complete the following sentence:

I WOULD LIKE TO BE A (AN) _____ PERSON.

Then decide HOW MUCH OF THE TIME you would like this trait to be characteristic of you and rate yourself on the following five point scale.

1. Seldom, would I like this to be me.
2. Occasionally, I would like this to be me.
3. About half the time, I would like this to be me.
4. A good deal of the time, I would like this to be me.
5. Most of the time, I would like this to be me.

You will select the number beside the phrase that tells how much of the time you would like to be this kind of person and insert the number in column III.

EXAMPLE: In column III beside the term academic, number five is inserted to indicate that most of the time, I would like to be this kind of person. Start with the word ACCEPTABLE and fill in columns I, II, and III before going on to the next word. There is no time limit. Be honest with yourself so that your description will be a true measure of how you see yourself.

Page 2 of IAV

Name _____

	I	II	III		I	II	III
a. academic	—	—	—	25. meddlesome	—	—	—
1. acceptable	—	—	—	26. merry	—	—	—
2. accurate	—	—	—	27. mature	—	—	—
3. alert	—	—	—	28. nervous	—	—	—
4. ambitious	—	—	—	29. normal	—	—	—
5. annoying	—	—	—	30. optimistic	—	—	—
6. busy	—	—	—	31. poised	—	—	—
7. calm	—	—	—	32. purposeful	—	—	—
8. charming	—	—	—	33. reasonable	—	—	—
9. clever	—	—	—	34. reckless	—	—	—
10. competent	—	—	—	35. responsible	—	—	—
11. confident	—	—	—	36. sarcastic	—	—	—
12. considerate	—	—	—	37. sincere	—	—	—
13. cruel	—	—	—	38. stable	—	—	—
14. democratic	—	—	—	39. studious	—	—	—

15. dependable	_____	40. successful	_____
16. economical	_____	41. stubborn	_____
17. efficient	_____	42. tactful	_____
18. fearful	_____	43. teachable	_____
19. friendly	_____	44. useful	_____
20. fashionable	_____	45. worthy	_____
21. helpful	_____	46. broad-minded	_____
22. intellectual	_____	47. businesslike	_____
23. kind	_____	48. competitive	_____
24. logical	_____	49. fault-finding	_____

Revised norms for Index of Adjustment and Values

April 19, 1956

High School Seniors

	Self			Others		
	Mean	Standard Deviation	N	Mean	Standard Deviation	N
I	188.01	21.58	1599	181.86	24.88	705
II	177.68	26.19	1599	178.24	26.25	1599
III	219.49	21.80	1599	210.41	25.66	705
D	43.85	19.69	1599	42.59	21.56	705

Reliability: (237 students - University of Kentucky) The split-half of column II gave a corrected r of .91 which is significantly different from 0 at less than the .001 level of confidence. The corrected split-half r of discrepancy scores (difference between columns I and III) was .88 which is significantly different from 0 at less than the .001 level of confidence. The test-retest r of 175 students retested six weeks later was .83 (column II) and .87 (discrepancy), both significantly different from 0 at less than the .001 level of confidence.

APPENDIX E

PSYCHOMETRIC AND SOCIOMETRIC DATA

TABLE V
INTELLIGENCE QUOTIENTS AND SUBTEST SCORES
OBTAINED BY THE FOURTEEN SOCIALLY ISOLATED BOYS
ON THE
WECHSLER-BELLEVUE INTELLIGENCE SCALE

NAME	At May 1, 1958	Years Months	Verbal IQ	Performance IQ	Full Scale IQ	Information	Comprehension	Digit Span	Rhythmic Ability	Similarity	Vocabulary	Picture Arrangement	Completion	Block Design	Object Assembly	Digit Symbol	APPENDIX E
Alfred	16	6	117	112	118	11	13	10	13	12	12	8	12	13	13	13	13
Bruce	17	7	121	112	119	12	14	10	17	10	12	11	13	13	13	13	10
Conrad	16	9	129	103	120	12	17	9	15	15	14	8	15	11	8	11	
Dick	17	2	123	126	128	15	15	9	13	12	14	14	13	16	13	14	
Ernest	18	1	113	119	119	13	14	6	10	14	11	15	14	14	13	9	
Frank	18	2	113	126	123	13	10	4	15	14	12	14	14	15	15	15	
George	16	2	134	128	136	10	14	16	16	17	13	18	15	14	14	9	
Hugh	16	3	109	113	113	11	12	9	12	11	8	14	13	10	12	11	
Ian	17	3	122	115	122	15	11	11	15	13	12	12	13	14	12	11	
Jack	17	0	127	108	121	14	16	9	15	14	13	12	12	12	12	9	
Keith	17	8	100	105	103	7	11	10	10	9	9	8	13	9	12	13	
Leonard	16	8	123	115	123	16	15	10	12	10	14	15	14	11	11	10	
Martin	17	4	114	105	112	10	16	7	16	11	10	11	13	12	7	12	
Neville	17	5	114	99	109	12	11	7	13	14	12	7	12	11	11	10	

TABLE VI

PERCENTILE SCORES OF THE FOURTEEN SOCIALLY ISOLATED BOYS ON THE GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY

TABLE VII

PERCENTILE SCORES OF THE FOURTEEN
SOCIALLY ISOLATED BOYS ON THE
THURSTONE TEMPERAMENT SCHEDULE

NAME	GENERAL ACTIVITY	RESTRAINT	ASCENDANCY	SOCIALABILITY	EMOTIONAL STABILITY	OBJECTIVITY	FRIENDLINESSENCE	THOUGHTFULNESS	PERSONALITY	MASCULINEITY	NAME	ACTIVE	IMPULSIVE	Dominant	Stable	Sociable	Reflective	
Alfred	30	7	3	2	14	7	24	84	36	26	Bruce	42	33	29	0	24	6	99
Bruce	66	10	25	19	19	44	30	56	73	72	Conrad	42	86	79	62	45	54	58
Conrad	50	70	7	21	70	13	64	56	97	26	Dick	--	--	38	30	45	3	58
Dick	7	65	20	8	1	25	64	79	64	65	Ernest	--	--	--	--	--	--	--
Ernest	73	5	25	8	7	2	0	30	1	46	Frank	100	17	79	82	66	65	81
Frank	1	57	3	6	2	37	37	94	94	17	George	3	34	38	6	1	3	95
George	3	25	2	1	8	12	21	85	44	17	Hugh	7	9	4	67	33	2	99
Hugh	79	30	30	64	34	50	74	65	19	55	Ian	75	97	93	62	76	89	48
Ian	--	--	--	--	--	--	--	--	--	--	Jack	--	--	--	--	--	--	--
Jack	2	25	50	28	44	50	36	65	50	65	Keith	14	42	6	66	90	37	58
Keith	7	70	2	2	7	25	50	57	30	91	Leonard	2	42	2	2	16	1	92
Leonard	43	91	20	18	70	7	36	65	30	45	Martin	52	4	38	43	55	65	98
Martin	--	--	--	--	--	--	--	--	--	--	Neville	--	--	--	--	--	--	--
Neville	7	3	5	10	7	3	21	25	50	14	Neville	15	24	66	53	45	18	81

TABLE VIII
PERCENTILE SCORES OF THE
FOURTEEN SOCIALLY ISOLATED
BOYS ON THE KUDER PREFERENCE
RECORD--PERSONAL

NAME	SOCIALABLE	PRACTICAL	THEORETICAL	DIMINANT	AGREEABLE	NAME	SCHOOL	FUTURE	SOCIAL	FAMILY	HETEROSEXUAL	HEALTH	GENERAL	BASIC DIFFICULTY	
Alfred	19	33	96	28	71	Alfred	75	12	80	60	80	8	76	71	85
Bruce	55	73	88	84	51	Bruce	51	45	58	60	54	58	76	38	64
Conrad	85	66	60	8	86	Conrad	5	70	46	86	16	88	76	86	70
Dick	--	--	--	--	--	Dick	20	16	65	60	65	38	84	57	68
Ernest	21	2	83	5	77	Ernest	51	60	86	88	94	68	97	96	94
Frank	21	19	99	52	71	Frank	60	38	92	46	65	8	63	29	82
George	28	3	61	58	5	George	96	45	99	99	99	88	98	85	99
Hugh	82	19	38	55	86	Hugh	60	16	70	28	70	8	77	28	57
Ian	--	--	--	--	--	Ian	--	--	--	--	--	--	--	--	--
Jack	97	7	13	5	97	Jack	51	3	51	65	80	48	84	57	57
Keith	2	69	78	75	7	Keith	12	38	70	60	16	68	63	48	61
Leonard	40	76	97	77	71	Leonard	32	78	80	66	54	38	76	95	82
Martin	63	49	25	13	61	Martin	--	--	--	--	--	--	--	--	--
Neville	19	7	30	47	14	Neville	80	80	92	86	54	73	76	13	85

TABLE IX

PERCENTILE SCORES OF THE FOURTEEN SOCIALLY ISOLATED BOYS ON THE SRA YOUTH INVENTORY

NAME	GENERAL	HEALTH	HETEROSEXUAL	FAMILY	SOCIAL	PERSONAL	FUTURE	SCHOOL	AGREEABLE	THEORETICAL	PRACTICAL	SOCIALABLE	DOMINANT	BASIC DIFFICULTY
Alfred	75	12	80	60	80	8	76	71	85					
Bruce	51	45	58	60	54	58	76	38	64					
Conrad	5	70	46	86	16	88	76	86	70					
Dick	20	16	65	60	65	38	84	57	68					
Ernest	51	60	86	88	94	68	97	96	94					
Frank	60	38	92	46	65	8	63	29	82					
George	96	45	99	99	99	88	98	85	99					
Hugh	60	16	70	28	70	8	77	28	57					
Ian	--	--	--	--	--	--	--	--	--					
Jack	51	3	51	65	80	48	84	57	57					
Keith	12	38	70	60	16	68	63	48	61					
Leonard	32	78	80	66	54	38	76	95	82					
Martin	--	--	--	--	--	--	--	--	--					
Neville	80	80	92	86	54	73	76	13	85					

TABLE X

ACCEPTANCE-OF-SELF
SCORES OBTAINED BY
THE FOURTEEN SOCIALLY
ISOLATED BOYS ON THE
INDEX OF ADJUSTMENT
AND VALUES

NAME	II	Diff
Mean	178	44
S.D.	26	20

TABLE XI

WECHSLER-BELLEVUE FULL SCALE IQ'S
AND FINAL MARKS IN FIVE COURSES
TAKEN IN THEIR GRADE ELEVEN YEAR BY
THE FOURTEEN SOCIALLY ISOLATED BOYS

NAME	IQ (W-B)	Literature	Language	Social Studies	Mathematics	Science	Average
Alfred	118	65	25	40	70*	40	48
Bruce	119	60	65	65	55	55	60
Conrad	120	80	85	80	60	85	78
Dick	128	80	80	80	85	90	83
Ernest	119	45	60	65	40*	75*	57
Frank	123	60	70	60	40	65	59
George	136	55	45	70*	45	54	
Hugh	113	60	60	40	60*	55*	55
Ian	122	65	75	85	75	80	76
Jack	121	50	55	60	55	50	54
Keith	103	40*	50	40	40*	60	46
Leonard	123	50	60	70	55*	55	58
Martin	112	55	50	55	45	65	54
Neville	109	40	65	40	40*	60*	49

*Mark obtained when course repeated

TABLE XII

PERCENTAGE OF EACH OF THE FIVE RATINGS ON THE REVISED OHIO SOCIAL ACCEPTANCE SCALE ASSIGNED TO CLASSMATES BY THE FOURTEEN SUBJECTS AND THE MALE AVERAGE FOR THEIR ROOMS -- THE ACCEPTANCE-OF-GROUP SCORE FOR EACH ISOLATE AND THE AVERAGE MALE ACCEPTANCE-OF-GROUP SCORE FOR HIS ROOM

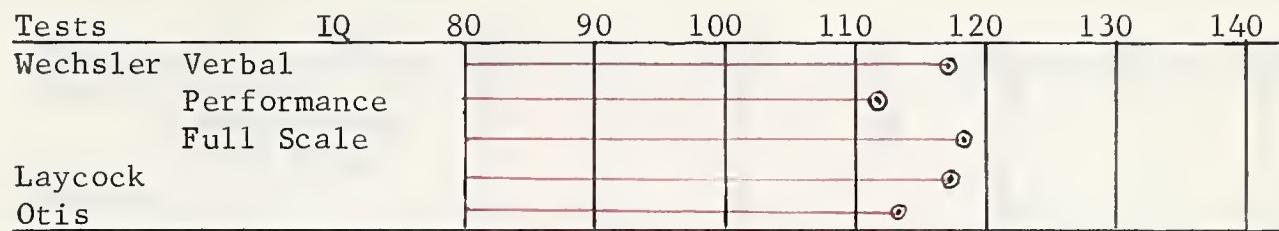
NAME	PERCENTAGE OF EACH RATING ASSIGNED TO CLASSMATES BY EACH OF THE ISOLATES					AVERAGE PERCENTAGE OF EACH RATING ASSIGNED TO CLASSMATES BY MALES IN THE ISOLATE'S ROOM				
	-H	-N	-M	-D	-U	-H	-N	-M	-D	-U
Alfred	22.6	54.8	3.2	19.4	0.0	2.19	11.1	26.6	17.5	43.3
Bruce	6.1	48.5	39.4	6.1	0.0	2.45	12.8	38.3	31.4	15.5
Conrad	11.8	50.0	23.5	14.7	0.0	2.41	6.4	29.2	23.0	36.0
Dick	8.8	32.5	41.2	2.9	14.7	2.82	6.4	29.2	23.0	36.0
Ernest	6.1	27.3	42.4	18.2	6.1	2.91	12.8	38.3	31.4	15.5
Frank	6.1	18.2	27.3	48.5	0.0	3.18	12.8	38.3	31.4	15.5
George	8.8	2.9	8.8	79.4	0.0	3.59	6.4	29.2	23.0	36.0
Hugh	9.1	15.2	57.6	18.2	0.0	2.85	12.8	38.3	31.4	15.5
Ian	23.5	41.2	29.4	5.9	0.0	2.17	12.3	28.3	28.4	23.8
Jack	0.0	14.7	26.5	58.8	0.0	3.44	12.3	28.3	28.4	23.8
Keith	0.0	13.3	56.7	10.0	20.0	3.37	6.4	21.2	27.3	37.9
Leonard	17.9	21.4	25.0	25.0	10.7	2.89	13.2	29.4	26.0	25.0
Martin	12.1	39.4	24.2	24.2	0.0	2.61	11.0	28.0	26.8	27.7
Neville	11.8	50.0	23.5	11.8	2.9	2.74	7.9	29.4	33.1	25.1

TABLE XIII

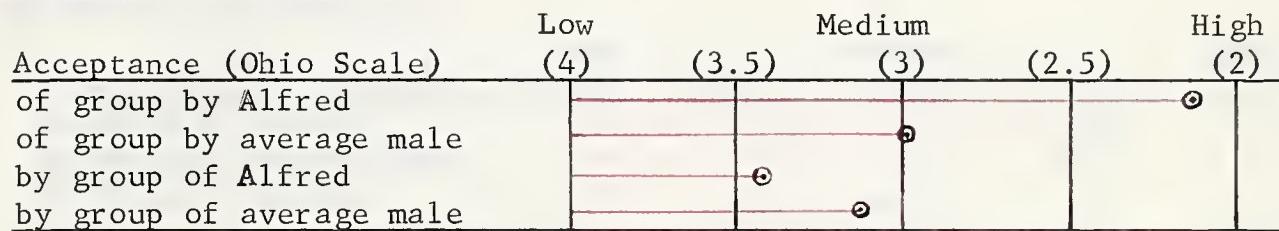
PERCENTAGE OF EACH OF THE FIVE RATINGS ON THE REVISED OHIO SOCIAL ACCEPTANCE SCALE GIVEN TO THE ISOLATES BY THEIR CLASSMATES AND THE AVERAGE RECEIVED BY MALES IN THEIR ROOMS -- THE ACCEPTANCE-BY-GROUP SCORE FOR EACH ISOLATE AND THE AVERAGE MALE ACCEPTANCE-BY-GROUP SCORE FOR HIS ROOM

NAME	PERCENTAGE OF EACH RATING ASSIGNED TO ISOLATES BY THEIR CLASSMATES					AVERAGE PERCENTAGE OF EACH RATING ASSIGNED TO MALES IN THE ISOLATE'S ROOM BY THEIR CLASSMATES				
	1	2	3	4	5	1	2	3	4	5
Alfred	0.0	16.1	25.8	58.1	0.0	3.42	8.8	21.5	17.1	50.5
Bruce	0.0	18.2	51.5	30.3	0.0	3.12	11.2	35.8	30.2	20.7
Conrad	0.0	23.5	55.9	20.7	0.0	2.97	5.9	26.3	31.6	31.6
Dick	0.0	17.6	50.0	11.8	20.7	3.35	5.9	26.3	31.6	31.6
Ernest	6.1	24.2	45.5	21.2	3.0	2.91	11.2	35.8	30.2	20.7
Frank	6.1	30.3	39.4	21.2	3.0	2.85	11.2	35.8	30.2	20.7
George	0.0	17.6	17.6	58.8	5.9	3.53	5.9	26.3	31.6	31.6
Hugh	3.0	9.1	39.4	24.2	24.2	3.58	11.2	35.8	30.2	20.7
Ian	0.0	8.8	41.2	8.8	41.2	3.82	10.1	25.5	29.6	25.5
Jack	0.0	5.9	23.5	41.2	29.4	3.94	10.1	25.5	29.6	25.5
Keith	0.0	0.0	26.7	66.7	6.7	3.80	4.1	18.5	32.0	38.5
Leonard	3.6	14.3	32.1	39.3	10.7	3.39	12.1	27.2	26.1	27.9
Martin	0.0	15.6	31.3	15.6	37.5	3.75	9.9	25.2	28.1	28.3
Neville	0.0	28.1	43.8	21.9	6.3	3.06	7.8	27.7	34.8	24.3

Information on Intelligence



Sociometric Information



Information on Personality

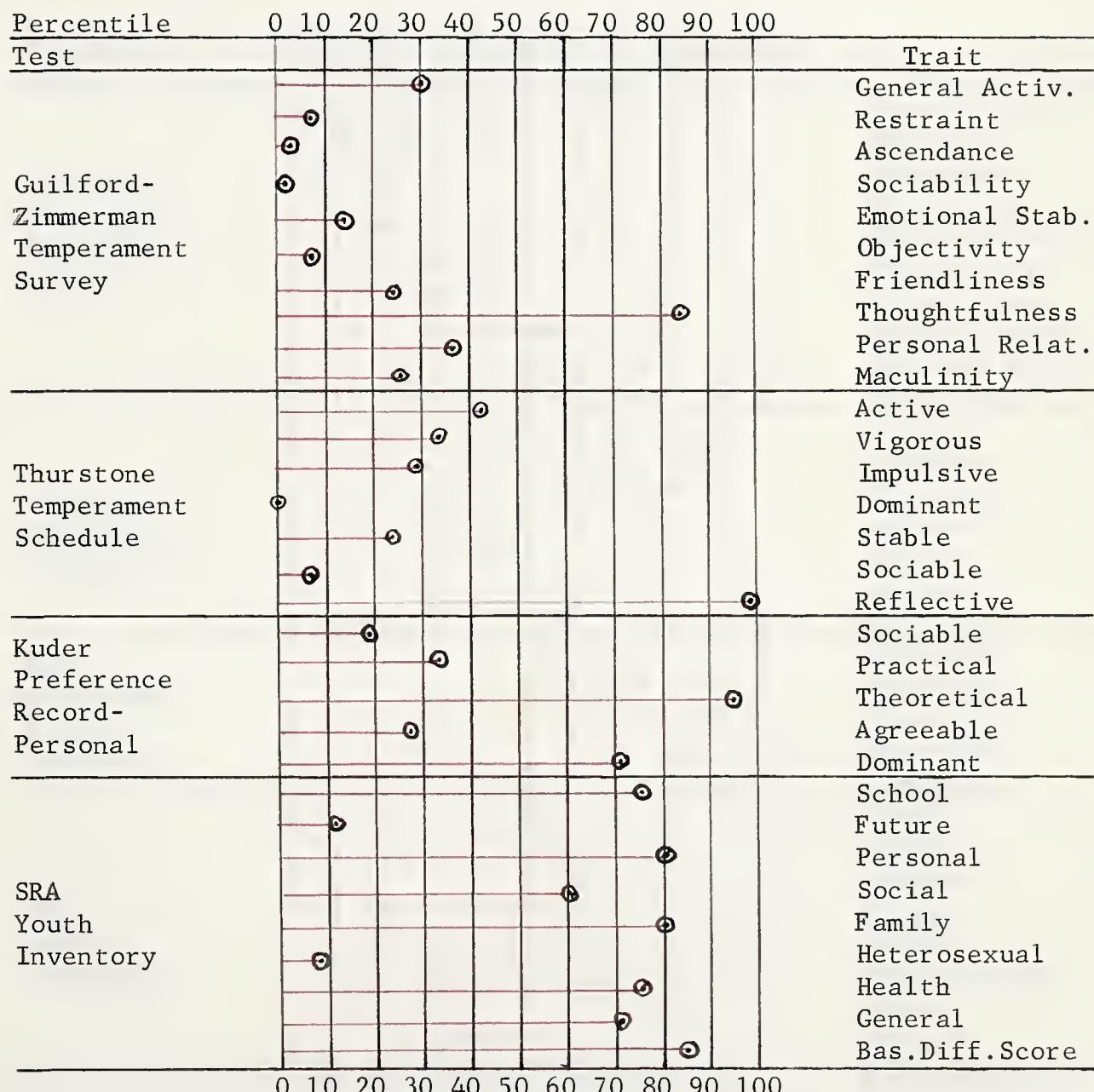
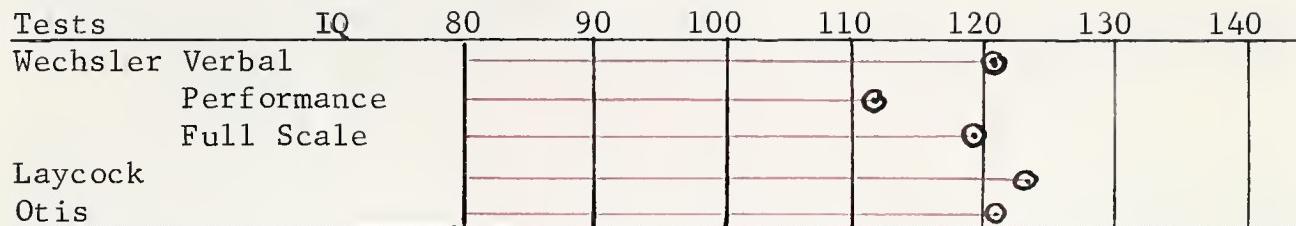
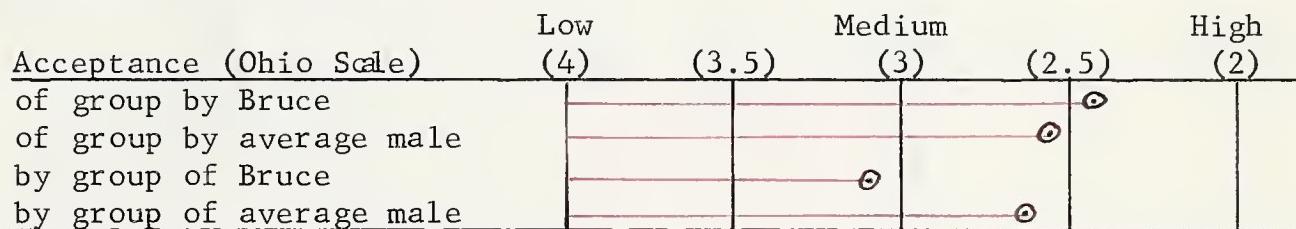


Figure 1. Test data for Alfred

Information on Intelligence



Sociometric Information



Information on Personality

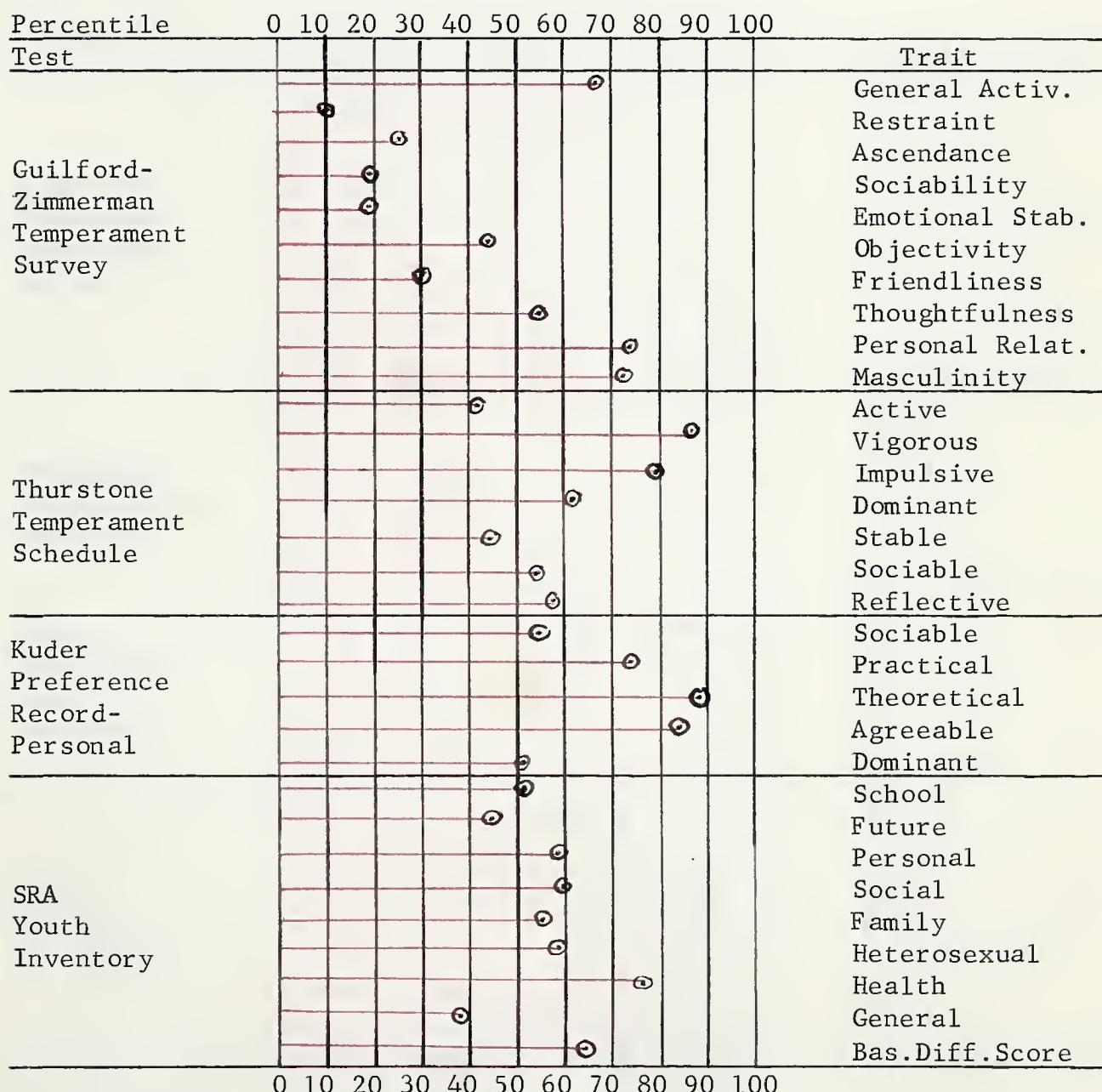
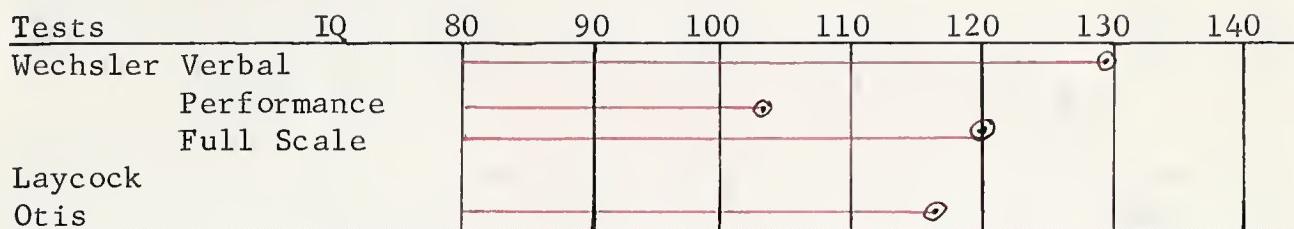
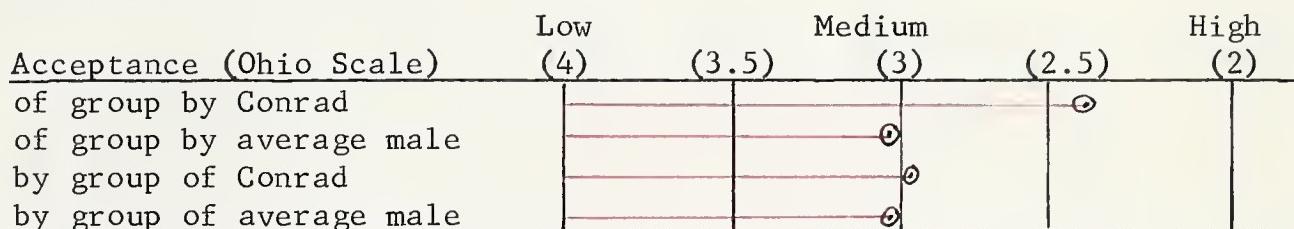


Figure 2. Test data for Bruce

Information on Intelligence



Sociometric Information



Information on Personality

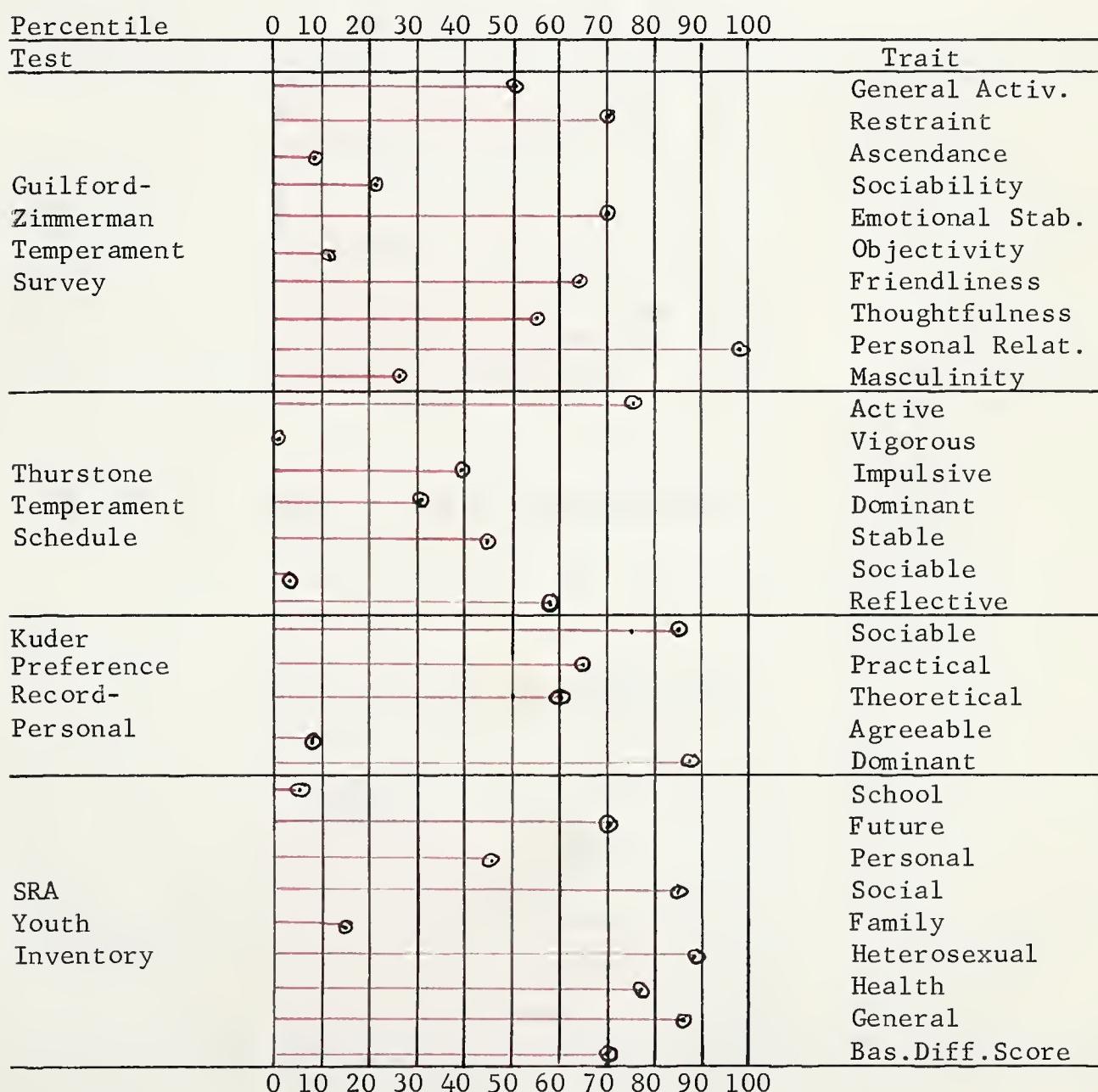
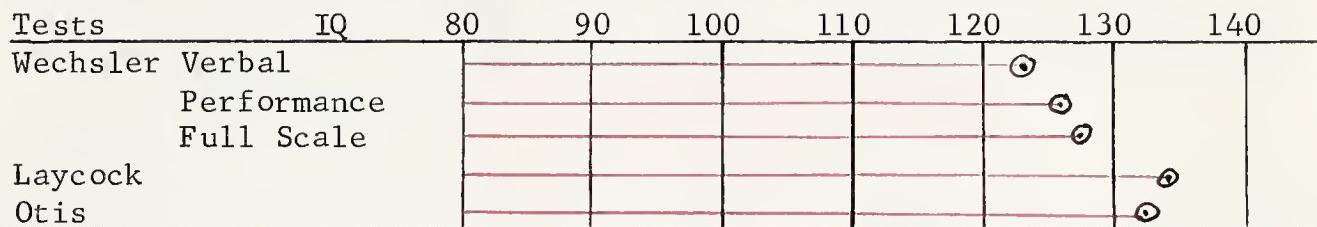
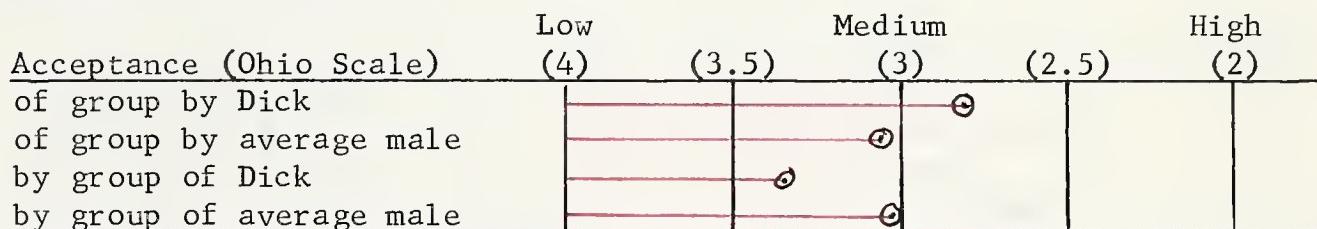


Figure 3. Test data for Conrad

Information on Intelligence



Sociometric Information



Information on Personality

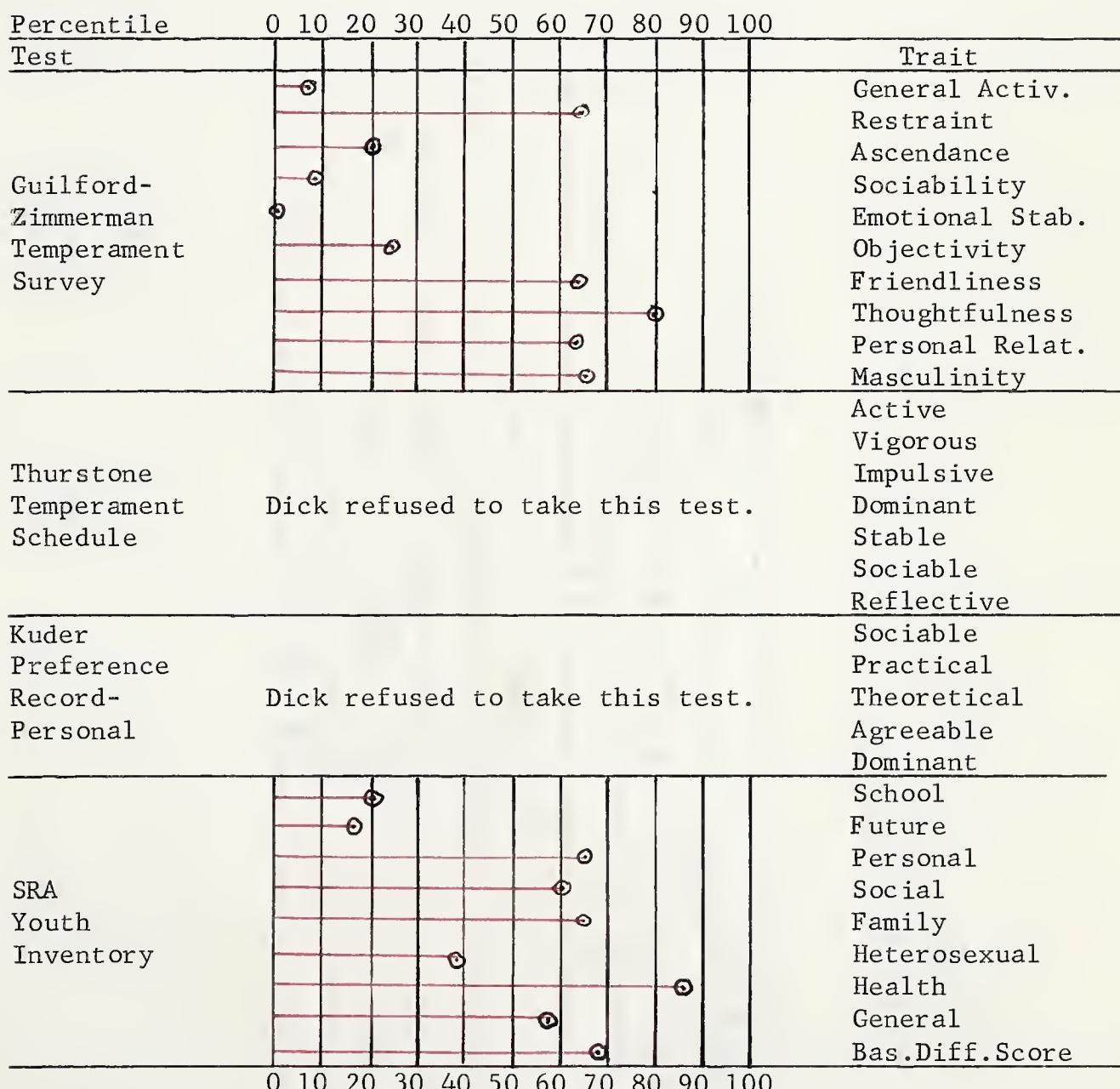
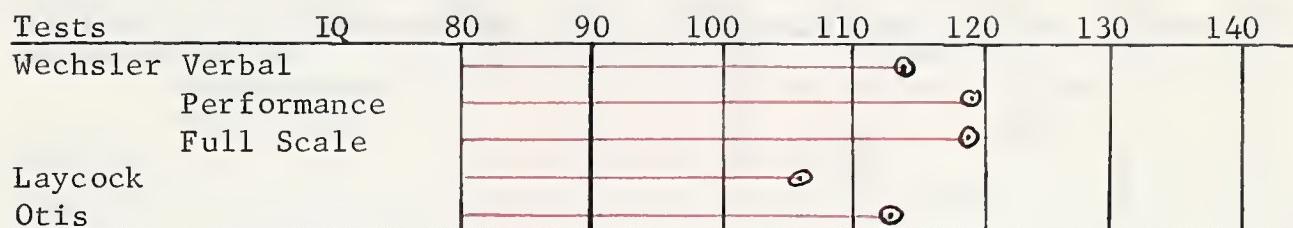
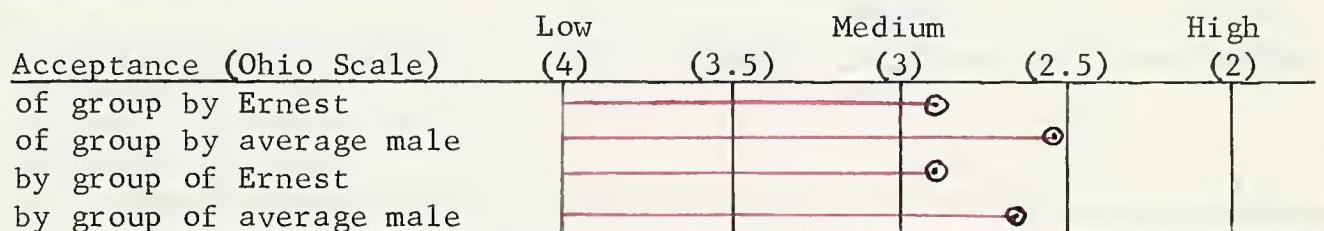


Figure 4. Test data for Dick

Information on Intelligence



Sociometric Information



Information on Personality

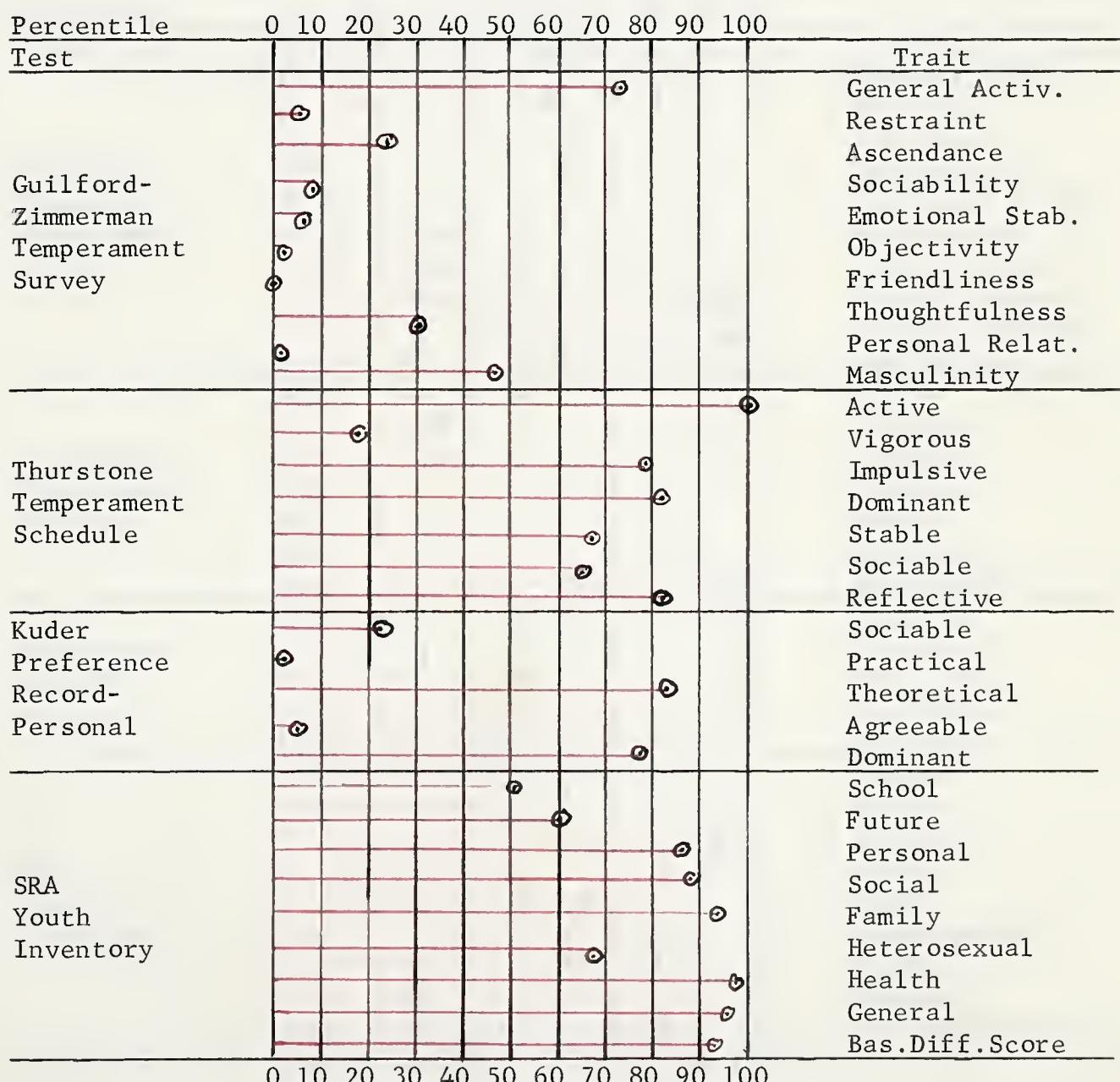


Figure 5. Test data for Ernest

Information on Intelligence

Tests	IQ	80	90	100	110	120	130	140
Wechsler Verbal						112		
Performance						125		
Full Scale						118		
Laycock					102			
Otis					115			

Sociometric Information

	Low	(4)	(3.5)	Medium	(3)	(2.5)	High	(2)
Acceptance (Ohio Scale)								
of group by Frank					100			
of group by average male					105			
by group of Frank					110			
by group of average male					115			

Information on Personality

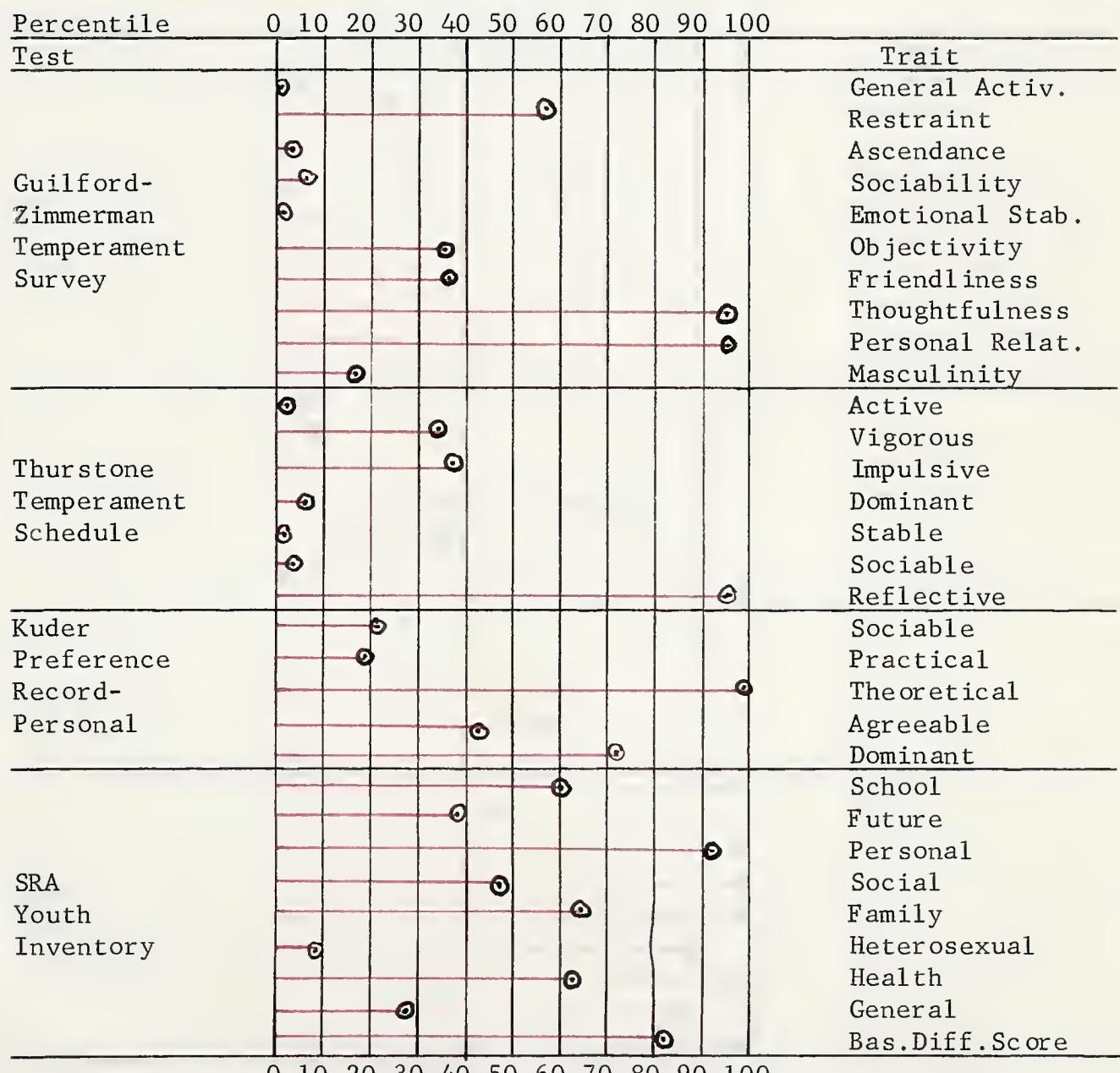
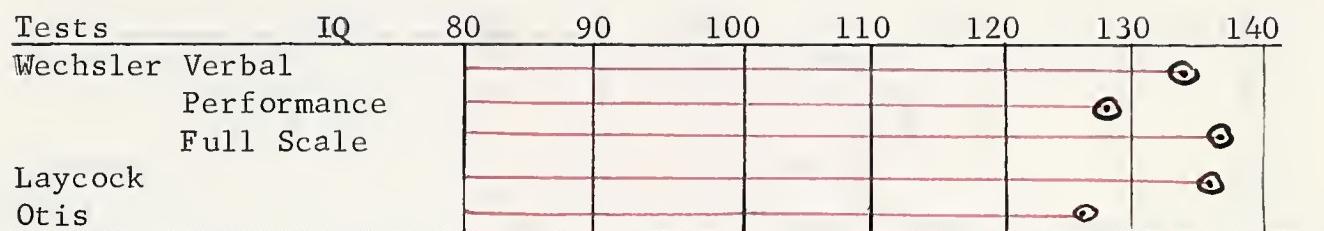
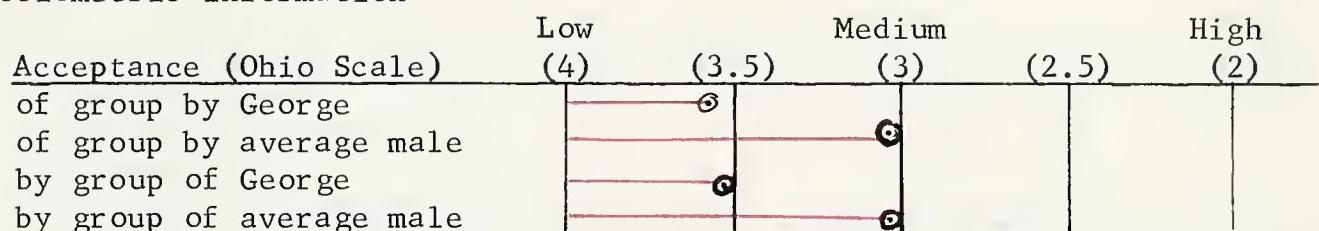


Figure 6. Test data for Frank

Information on Intelligence



Sociometric Information



Information on Personality

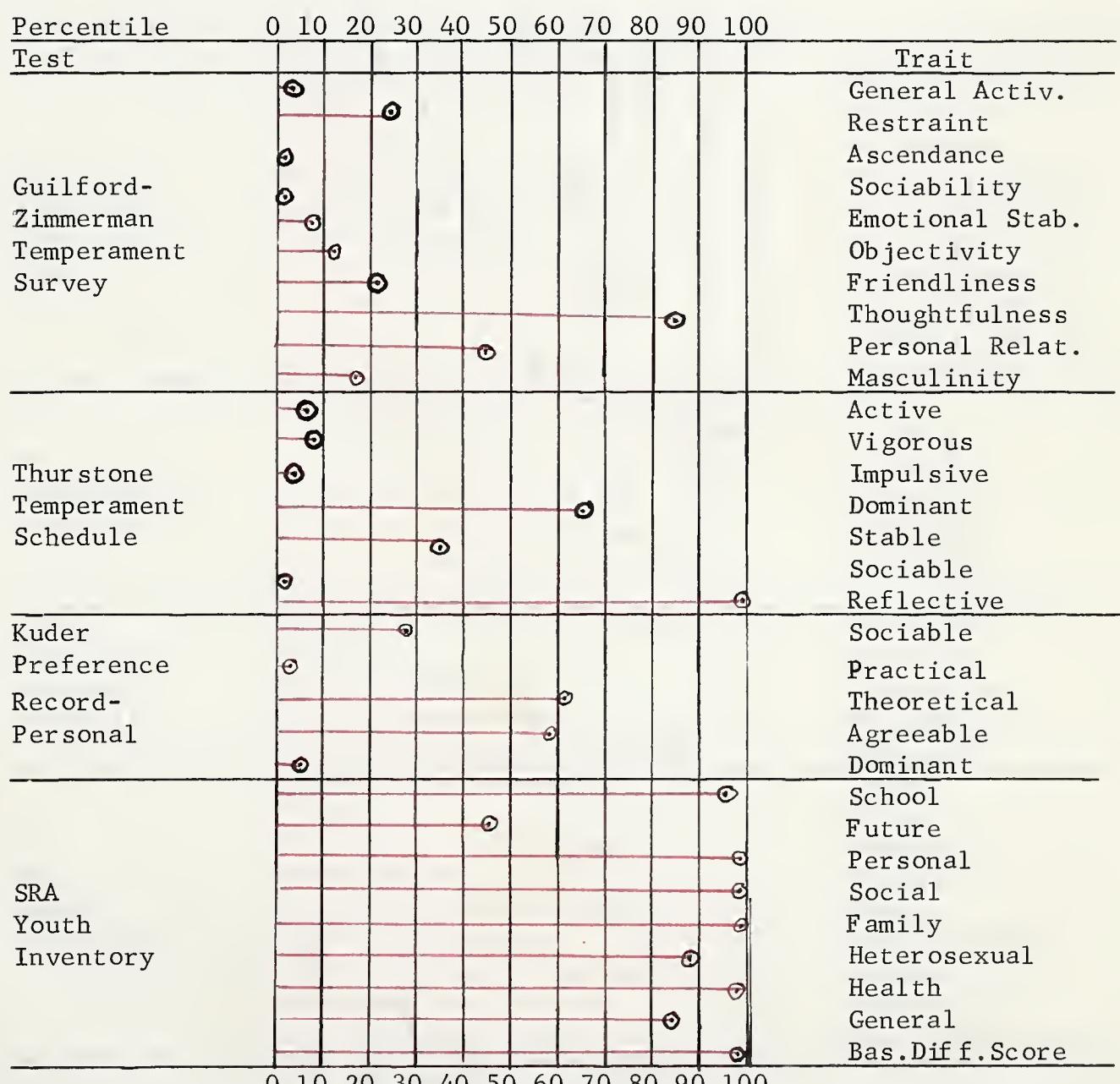
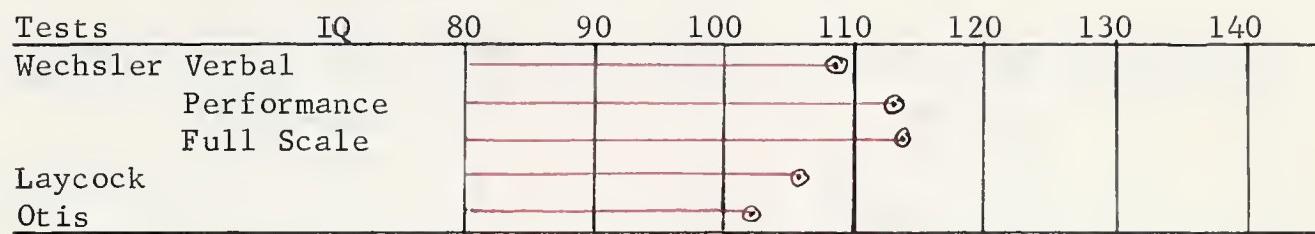
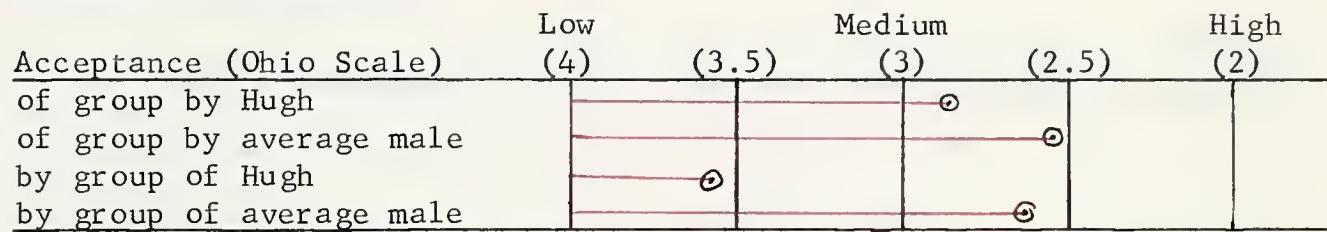


Figure 7. Test data for George

Information on Intelligence



Sociometric Information



Information on Personality

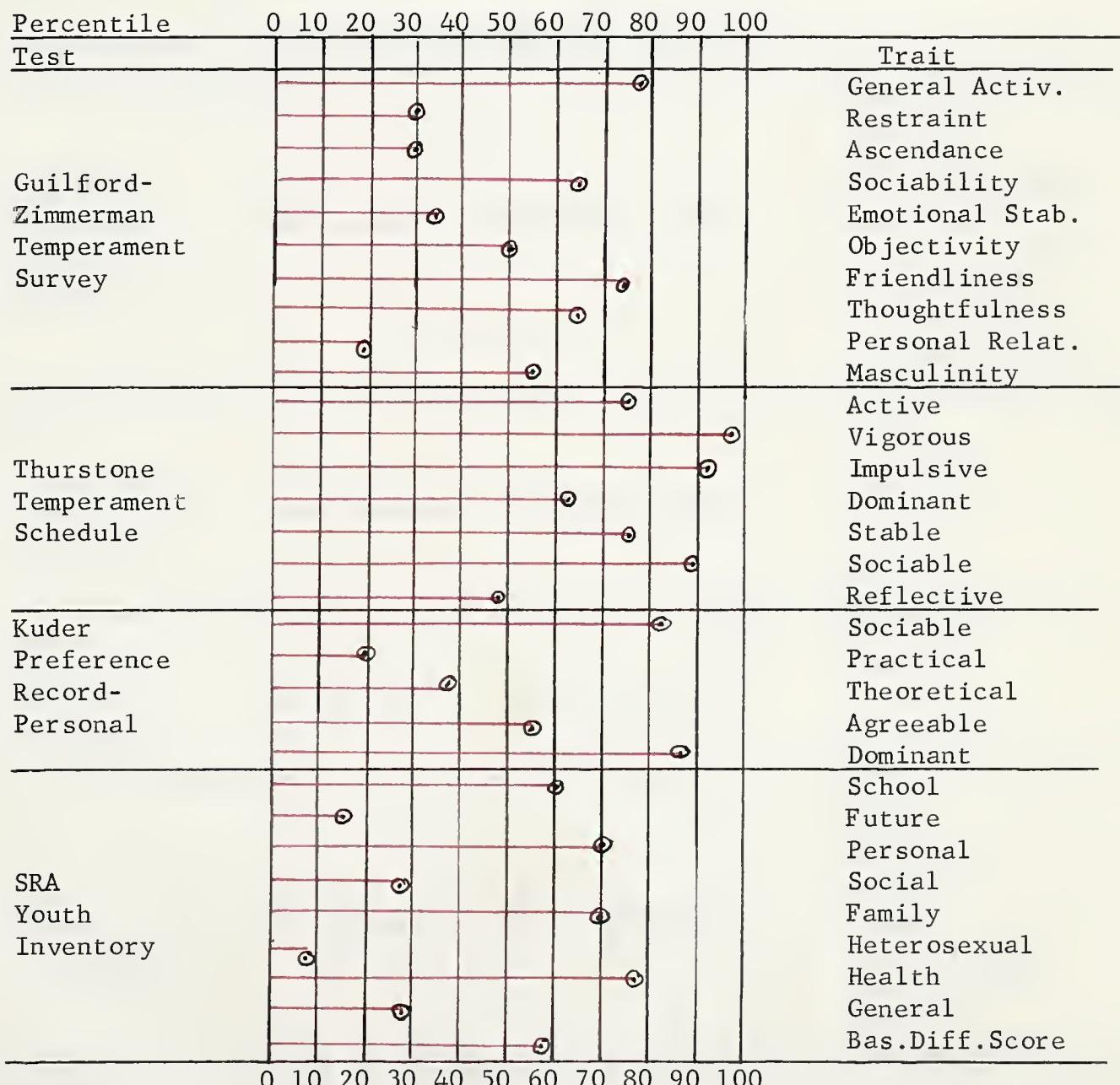
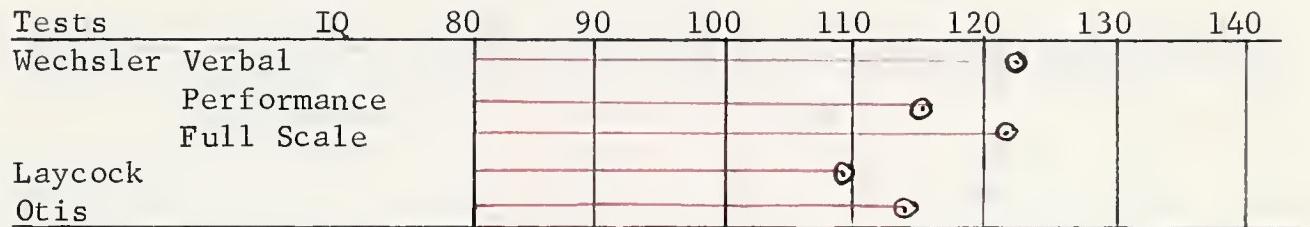
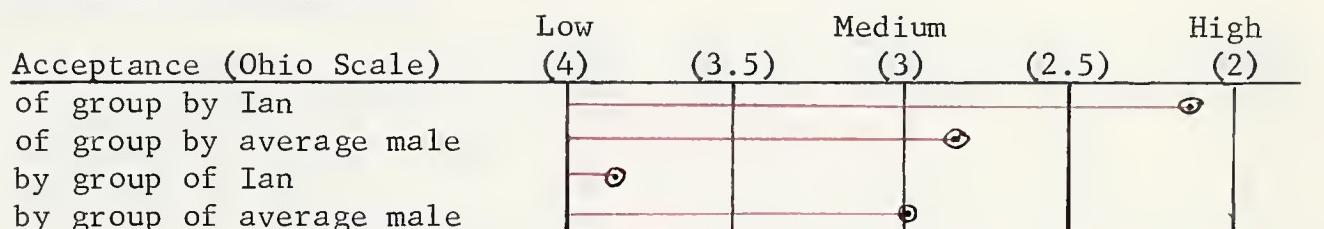


Figure 8. Test data for Hugh

Information on Intelligence



Sociometric Information

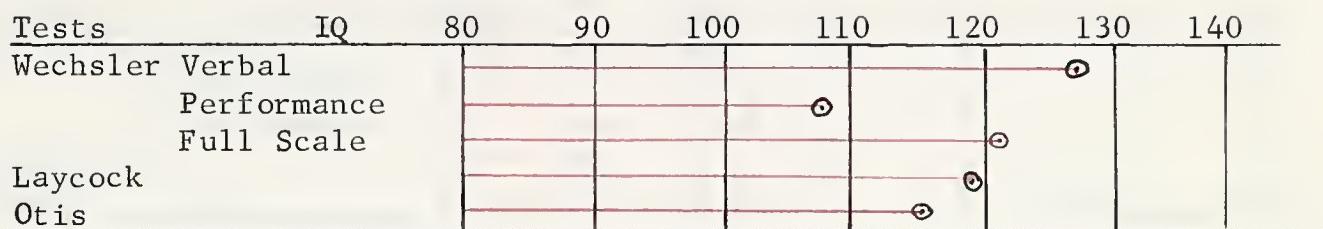


Information on Personality

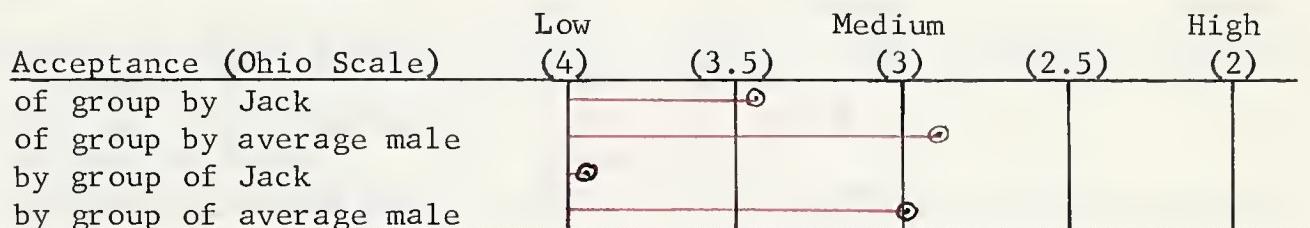
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Test		
Guilford-Zimmerman Temperament Survey	Ian refused to take this test.	General Activ. Restraint Ascendance Emotional Stab. Sociability Objectivity Friendliness Thoughtfulness Personal Relat. Masculinity
Thurstone Temperament Schedule	Ian refused to take this test.	Active Vigorous Impulsive Dominant Stable Sociable Reflective
Kuder Preference Record-Personal	Ian refused to take this test.	Sociable Practical Theoretical Agreeable Dominant
SRA Youth Inventory	Ian refused to take this test.	School Future Personal Social Family Heterosexual Health General Bas.Difl.Score

Figure 9. Test data for Ian.

Information on Intelligence



Sociometric Information



Information on Personality

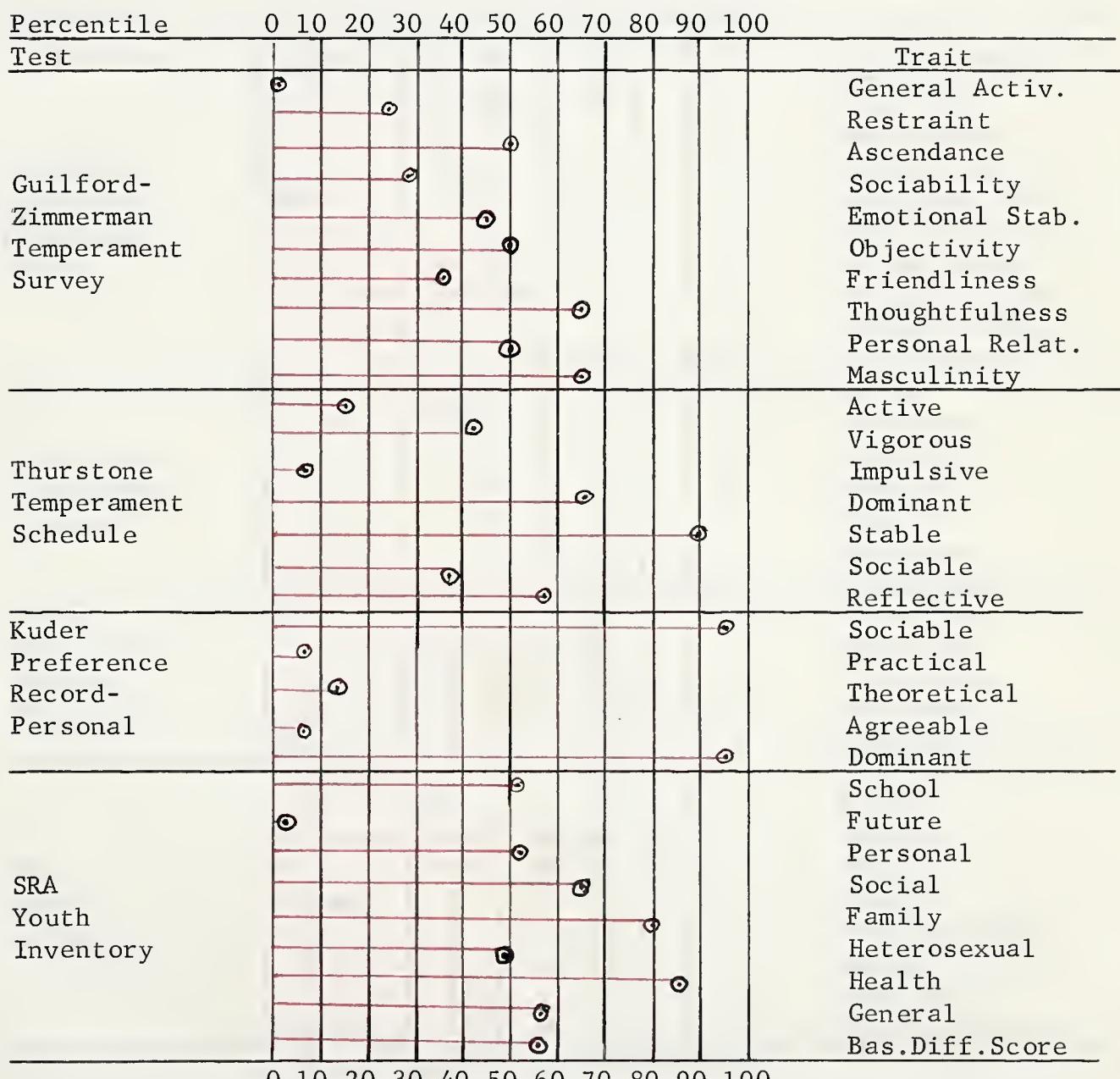
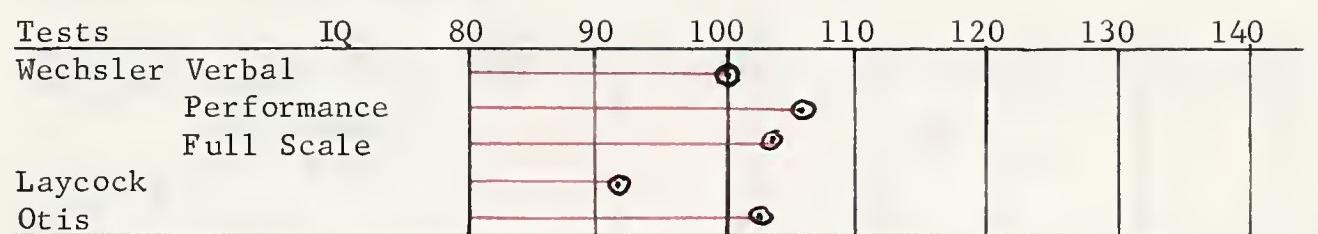
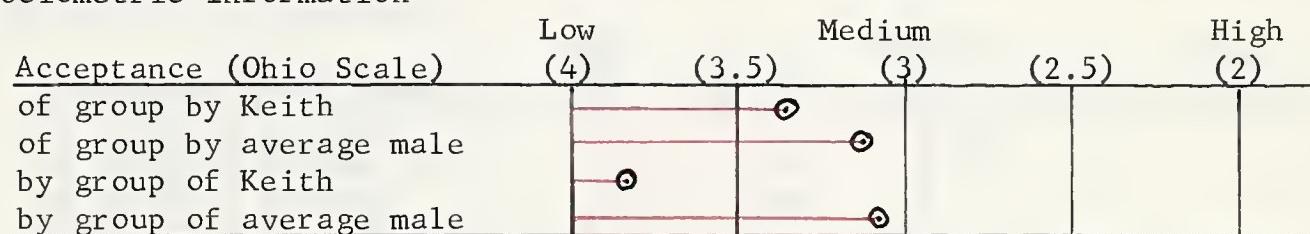


Figure 10. Test data for Jack

Information on Intelligence



Sociometric Information



Information on Personality

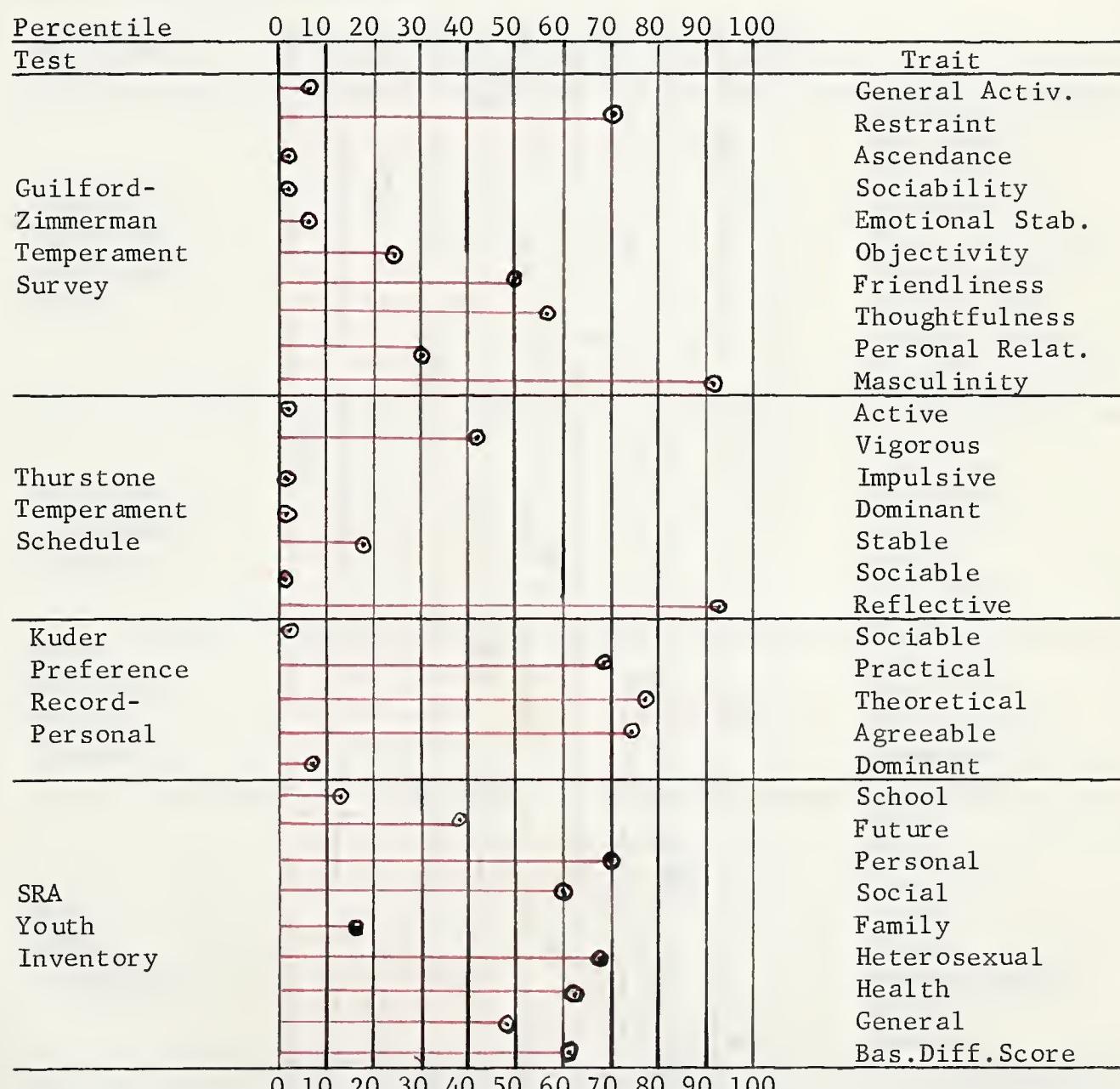
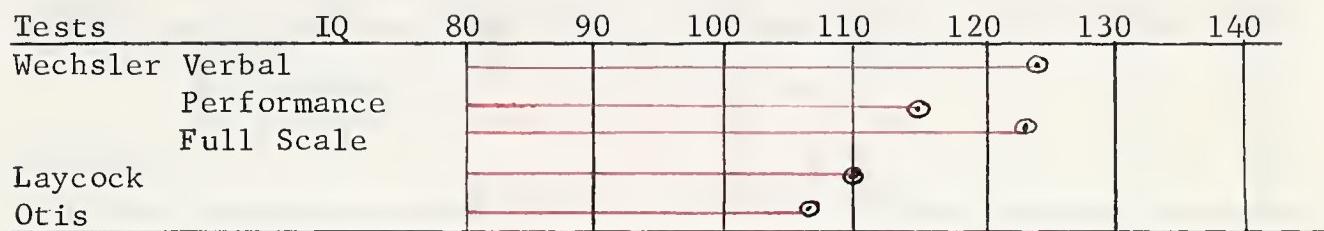
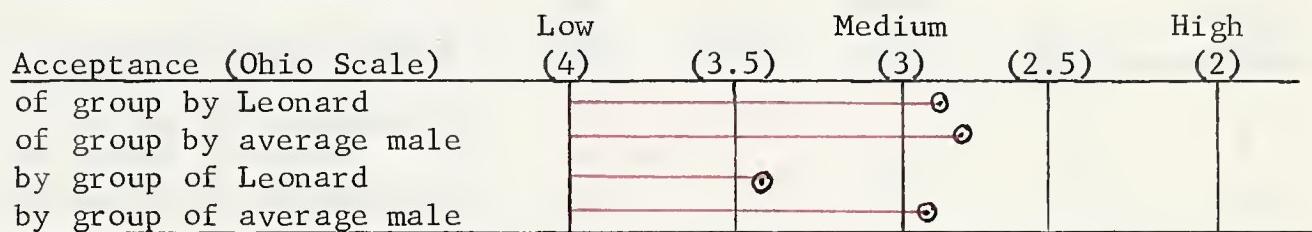


Figure 11. Test data for Keith

Information on Intelligence



Sociometric Information



Information on Personality

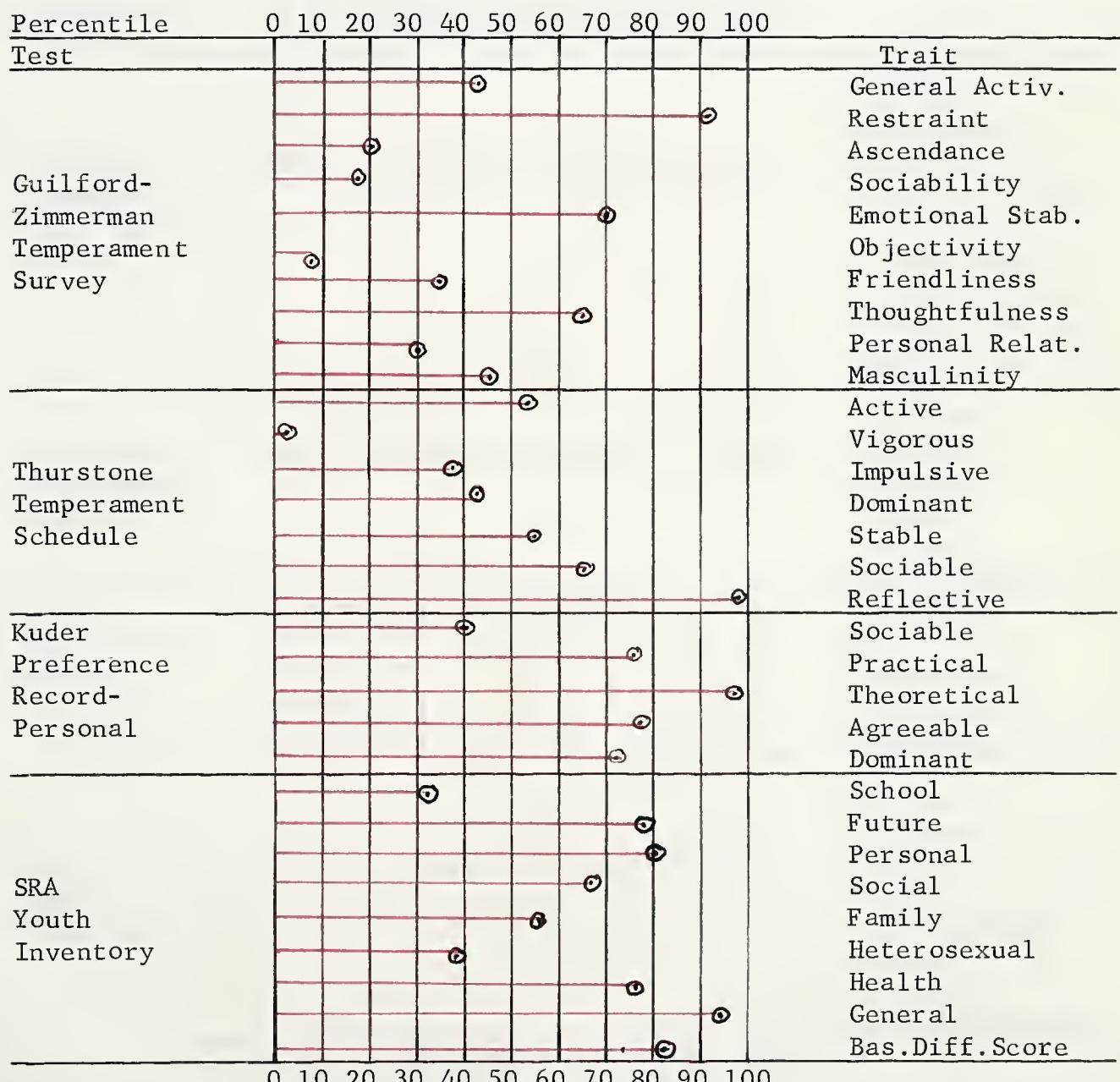
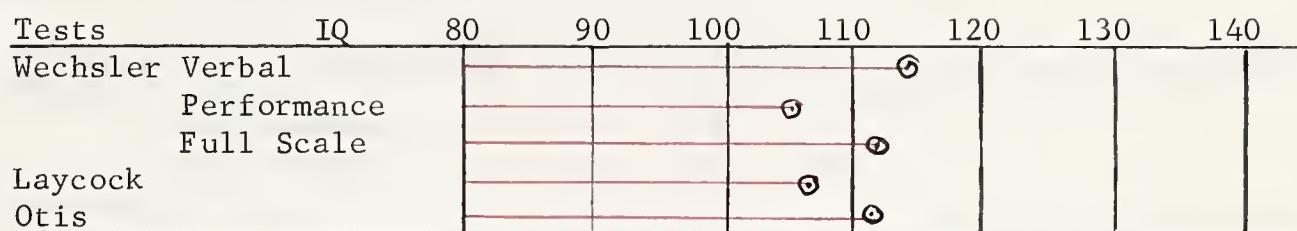
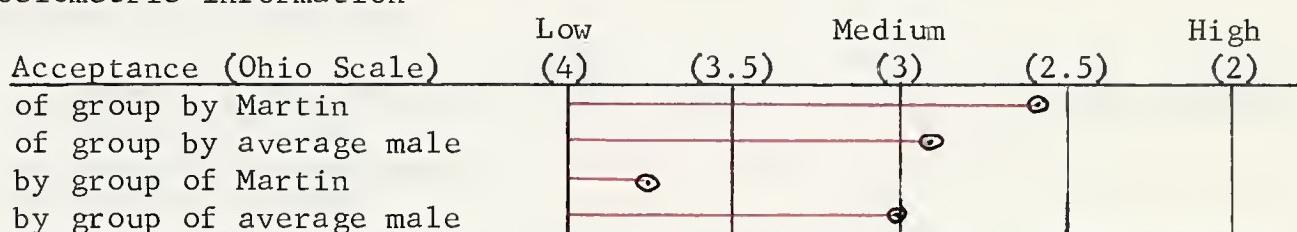


Figure 12. Test data for Leonard

Information on Intelligence



Sociometric Information

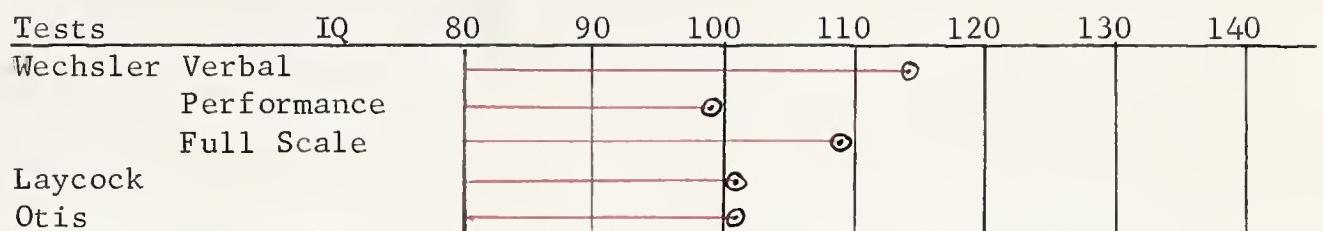


Information on Personality

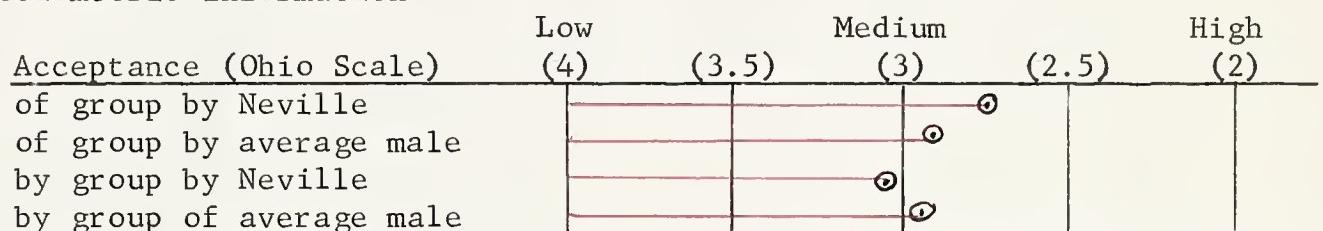
Percentile	0 10 20 30 40 50 60 70 80 90 100	Trait
Test		
Guilford-Zimmerman Temperament Survey	Martin refused to take this test.	General Activ. Restraint Ascendance Sociability Emotional Stab. Objectivity Friendliness Thoughtfulness Personal Relat. Masculinity
Thurstone Temperament Schedule	Martin refused to take this test.	Active Vigorous Impulsive Dominant Stable Sociable Reflective
Kuder Preference Record-Personal		Sociable Practical Theoretical Agreeable Dominant School Future Personal Social Family Heterosexual Health General Bas.Dif.F.S.
SRA Youth Inventory	Martin refused to take this test.	

Figure 13. Test data for Martin

Information on Intelligence



Sociometric Information



Information on Personality

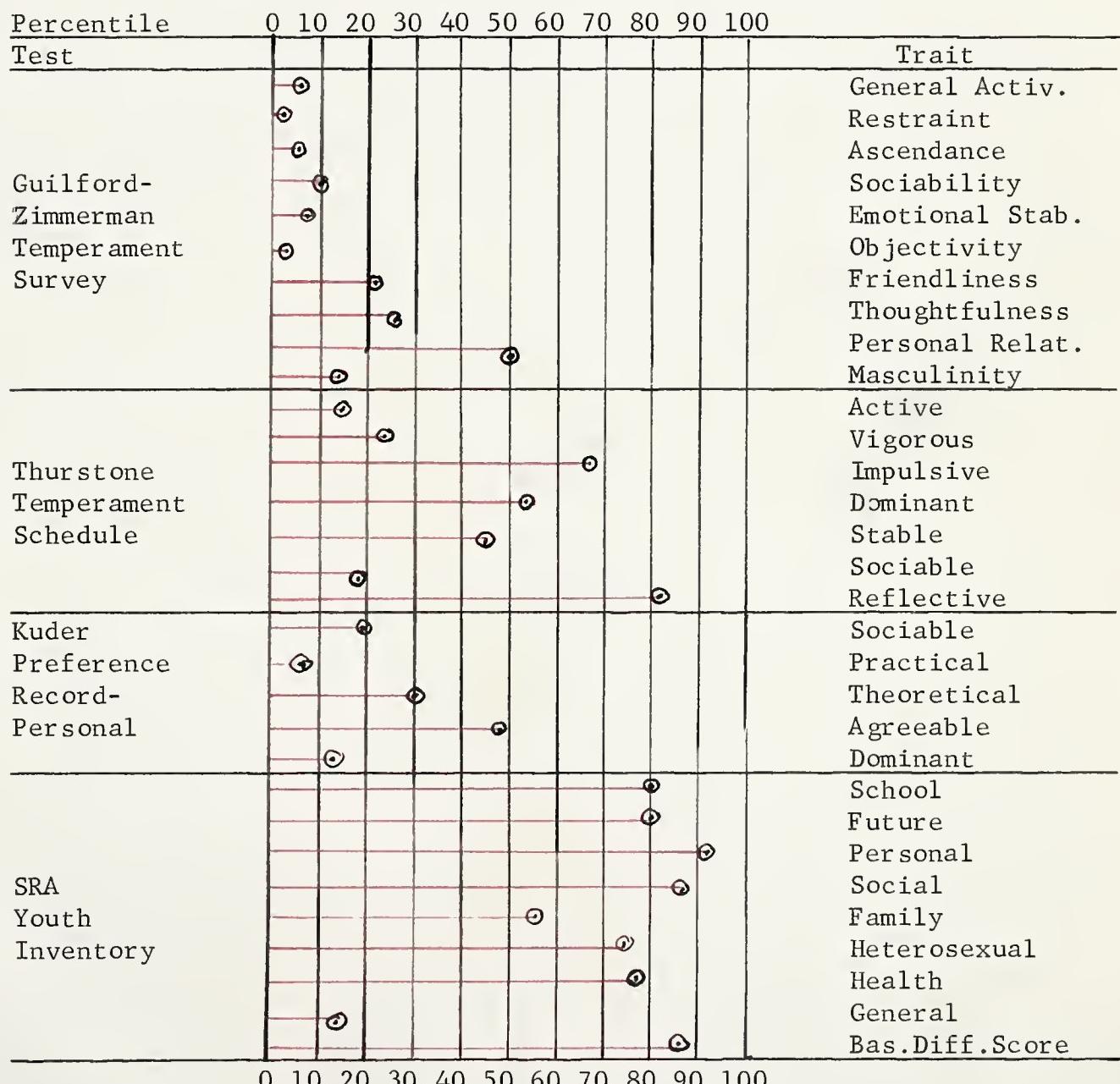


Figure 14. Test data for Neville

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